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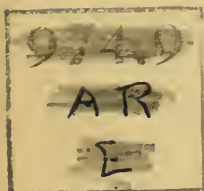
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STATE OF NEW JERSEY,
DEPARTMENT OF PUBLIC INSTRUCTION,
PLAINFIELD, *January 15, 1865.* }

To his Excellency, JOEL PARKER, Governor of the State of New Jersey:

SIR:—I have the honor herewith to transmit the annual report respecting the condition of the Public Schools of the State, as required by law.

Very respectfully,

Your obedient servant,

C. M. HARRISON,
State Superintendent of Public Schools.

ANNUAL REPORT

OF THE

NEW JERSEY STATE

BOARD OF EDUCATION,

WITH THE REPORT OF

THE STATE SUPERINTENDENT

OF

PUBLIC INSTRUCTION,

REPORT OF EXECUTIVE COMMITTEE.

TRENTON, December 6, 1866.

To the Legislature :

The third section of the statute, approved March 20th, 1866, and entitled "An act to establish a State Board of Education," makes it the duty of said Board to consider the necessities of the public schools and submit to the Legislature, in an annual report, such measures as may be deemed necessary for perfecting the school system in this State; and the eighth section provides that said Board shall report, annually, in regard to all matters committed to their care by said statute. In accordance with these requirements the following report is submitted :

The first meeting of the Board was held on the last Thursday of March, 1866, according to law, at which time his Excellency, Governor Ward, was elected President; the Hon. Richard S. Field, Vice President; Elias Cook, Esq., Treasurer; and Professor Ellis A. Apgar, State Superintendent of Public Schools, who is *ex officio* Secretary of the Board.

An Executive Committee, consisting of five members, and a Committee on Grounds and Buildings, consisting of two members, were appointed at the same meeting, and at the next and only other meeting of the Board convened since its organization. a code of by-laws was adopted, a copy of which is herewith submitted.

The State Superintendent has also made a full and detailed statement of the several matters required of him by the second section of said statute, which statement is hereunto appended, and may be considered as a part of this report.

The laws of the State respecting the public schools should be improved and codified. At present they are fragmentary and insufficient. The attention of the Legislature is respectfully invited in the direction of this most important subject, and to the suggestions in this regard made by the State Superintendent, and adopted as their own by this Board.

The income of the school fund for the fiscal year ending November 30, 1865, from all sources, excluding the \$30,000 appropriated by the State, was \$79,146.52. To this fund the banks of the State were large contributors. the special banks paying a tax of one half of one

per cent., and the general banks a tax of one quarter of one per cent. upon their respective capitals paid in. The receipts from this source alone, and credited to the school fund, amounted to \$40,833 58, in that year. But all the banks of the State except nine have gone into operation under the national law, or have surrendered their charters under the enabling act of 1865, and the amount of tax received from this quarter for the fiscal year ending November 30, 1866, was but \$6,000 62, showing a diminution of nearly \$35,000 in twelve months. By the law of last winter the State appropriated \$40,000, and the school fund a like amount, making \$80,000 in all for the public schools. But is evident that the school fund income cannot continue to pay its share of this appropriation at the same rate as last year, and also the annual allowances for teachers' institutes and incidental expenses, without being well nigh exhausted, the whole income from that fund for the year 1866 being but \$48,077 38. In order, therefore, that a portion of this income may from time to time be invested for the benefit of the fund, it is suggested that the State should contribute to the annual appropriation of \$80,000, five eighths, and the school fund three eighths. The appropriation of \$80,000 is much too low, whether we regard the resources of the State or the benign influence of an efficient school system. The population of the State is at least 800,000 souls, and an appropriation of \$80,000 to the number of persons is but an allowance of ten cents per capita.

All which is respectfully submitted.

R. S. FIELD,
Chairman of Executive Committee.

REPORT OF THE STATE SUPERINTENDENT.

To the Honorable the Legislature of the State of New Jersey :

GENTLEMEN: In obedience to the requirements of the law, I have the honor to present to you the following School Report, for the year ending November 30, 1866 :

The tables appended to this report furnish the statistical information connected with the workings of our system of public instruction for the past year.

The following summary exhibits some of the general facts which these tables give us, and also the comparative results of our school system for the years 1865 and 1866, respectively :

Amount raised in 1866 by tax for schools-----	\$506,662 60
“ received from State-----	80,000 00
“ received from other sources-----	56,335 01
“ raised for building and repairing school houses--	92,596 63
“ appropriated by State for support of Normal School-----	10,000 00
“ appropriated for Farnum School at Beverly----	1,200 00
<hr/>	
Total amount appropriated for the year 1866-----	\$746,794 24

Although the amount expended in 1866 for the support of free schools is larger than that reported for any previous year, yet the reports of the several town superintendents of the State, and my own observation, convinces me that the total amount must be increased at least one hundred per cent. before we can say that we are offering to the children of the State those facilities for education to which they have an undoubted claim. The following abstract reveals some painful facts :

Number of public schools in the State-----	1,972
“ “ “ kept open the whole year-----	1,001
“ “ “ “ only nine months-----	530
“ “ “ “ only six months-----	318
“ “ “ “ only three months-----	101
“ “ “ “ less than three months----	27
“ free “ “ for the year-----	666

We here observe that only about one-half of our public schools are kept open during the whole year, and that only one-third of the whole number are maintained as free schools the entire year.

Number of children in the State between the ages of five and eighteen, as reported for 1866 -----	197,456
Number who have attended school for the year-----	37,950
“ “ “ “ “ but nine months -----	36,127
“ “ “ “ “ but six months -----	34,968
“ “ “ “ “ but three months-----	32,553
“ “ “ “ “ less than three months ---	16,301
“ “ “ not attended school at all-----	39,557

While these reports are not so encouraging as we could desire, yet as compared with the reports of last year, there is evidence that there is an increased interest taken in the cause of education throughout the State.

Amount raised by township tax in 1865-----	\$486,878 14
“ “ “ “ “ 1866-----	506,662 60

Increase for 1866-----	\$19,784 46
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Total amount appropriated for schools in 1865-----	\$704,694 23
“ “ “ “ “ 1866-----	746,794 24

Increase for 1866-----	\$42,100 01
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Whole number of public schools in the State in 1865-----	1,639
“ “ “ “ “ “ “ “ 1866-----	1,972

Increase for 1866-----	333
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Number of public schools kept open the entire year in 1865--	719
“ “ “ “ “ “ “ “ “ 1866--	1,001

Increase for 1866-----	282
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Number of school houses built during 1865-----	13
“ “ “ “ “ “ 1866-----	53

Increase for 1866-----	40
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Number of children who did not attend school in 1865-----	78,113
“ “ “ “ “ “ “ “ 1866-----	39,557

Decrease for 1866-----	38,556
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Number of children attending the whole or part of the year in 1865-----	130,291
Number of children attending the whole or part of the year in 1866-----	131,153
Increase for 1866-----	1,138
Number of children attending the whole year in 1865-----	32,236
“ “ “ “ “ 1866-----	37,951
Increase for 1866-----	5,715
Number of free schools in 1865-----	690
“ “ “ 1866-----	1,033
Increase for 1866-----	343
Number of free schools kept open the entire year in 1865---	457
“ “ “ “ “ 1866---	666
Increase for 1866-----	209
Number of male teachers employed in 1865-----	852
“ “ “ “ 1866-----	821
Decrease for 1866-----	31
Number of female teachers employed in 1865-----	1,310
“ “ “ “ 1866-----	1,478
Increase for 1866-----	168
Average cost of education for each child in the State in 1865--\$3 11	
“ “ “ “ “ 1866--	3 59
Increase of average cost per child in 1866-----	48
Per centage of attendance the whole year in 1865-----	15 pr. ct.
“ “ “ “ 1866-----	19 “
Increase of attendance the whole year in 1866-----	4 “
Free Schools kept open the whole year in 1865-----	28 pr. ct.
“ “ “ 1866-----	34 “
Increase in the number of Free Schools kept open the whole year in 1866-----	6 “

Per centage of children not attending school in 1865---- 37 pr. ct.
 " " " " 1866---- 20 "

Decrease for 1866 ----- 17 "

In the above comparisons it appears evident in each case that there is a decided and encouraging increase of interest in the cause of education, by the people of our State, during the past year, over that manifested the previous year. There is more money appropriated for education, larger sums are raised by tax, the number of schools is increased, and a greater proportion are kept open the entire year, more new school buildings have been erected, and the number of children attending school has increased, while there has been a decided decrease in the number who have not attended school.

Making all due allowance for imperfect reports, the following table will exhibit the comparative condition of the schools in the several counties of the State:

COUNTIES.	Total amount appropriated to the support of public schools, not including the amount raised for repairing and building school houses.	Number of children between the ages of five and eighteen years.	Cost of education per child for the year.	Per centage of attendance the whole year.	Per centage of free schools kept open for the year.	Per centage of children who do not attend school.
Atlantic	14,017 75	4,129	\$3 39	17 per ct.	17 per ct.	2 per ct..
Burlington	29,442 97	15,497	1 89	17 "	27 "	7 "
Bergen	23,073 79	6,888	3 34	13 "	10 "	21 "
Camden	56,993 92	11,921	4 77	22 "	56 "	26 "
Cape May	5,879 26	2,393	2 45	... "	... "	15 "
Cumberland,	25,229 17	8,718	2 89	21 "	23 "	9 "
Essex	107,089 52	27,608	3 87	16 "	87 "	19 "
Gloucester	18,269 85	6,181	2 95	5 "	12 "	13 "
Hudson	128,054 65	17,848	7 17	26 "	74 "	38 "
Hunterdon	26,929 01	9,543	2 82	18 "	4 "	15 "
Mercer	21,711 93	5,422	4 00	34 "	77 "	11 "
Middlesex	33,953 04	10,897	3 11	18 "	31 "	19 "
Monmouth	39,785 45	10,737	3 70	19 "	32 "	31 "
Morris	32,403 45	11,738	2 76	9 "	36 "	25 "
Ocean	6,767 89	4,267	1 58	7 "	5 "	32 "
Passaic	10,428 77	6,621	1 57	50 "	23 "	47 "
Salem	21,131 19	5,968	3 54	30 "	18 "	5 "
Somerset	30,763 78	6,886	4 47	16 "	7 "	24 "
Sussex	20,768 36	9,074	2 28	16 "	3 "	13 "
Union	22,066 18	5,454	4 05	30 "	56 "	10 "
Warren	32,259 74	9,666	3 34	18 "	22 "	16 "
Total	\$709,518 66	197,456	\$3 59	19 "	34 "	20 "

Such is the statistical summary for the past year as made out from the reports of the various town superintendents of the State. While it shows us much for which we have cause to rejoice, it also shows us how great a work is yet to be done by the people of the State, before the children can say, "You are fulfilling your obligations to us." We should not rest satisfied until every child within our borders is found within our schools. To provide a system of public instruction for all the children of the State, we want 40,000 comfortable, convenient and neat school houses, in which shall be found 40,000 intelligent, active, God fearing teachers, having fixed employment and receiving liberal salaries. For the support of these schools we want \$2,000,000, given by a people glad to give to the great work of making education universal; and lastly, we want a corps of conscientious, whole souled, energetic school supervisors.

We may be obliged to wait until the millennial days before our people will be willing to do thus much for their children; nevertheless, it is their duty and within their power. There is no system of instruction so cheap as that provided for by the State, and there is none so thorough and systematic. Some of the public schools found in our larger cities are the best in the world, and the same course of elementary instruction found in them can be given to every child in the State at an annual cost of ten dollars each, making the total cost \$2,000,000. Private instruction of a much inferior order will cost at least three times that amount, or \$6,000,000. In our public schools, in general, the system of instruction is more thorough, more practical, and better graded than can be found in private or denominational schools. My observations have convinced me that this statement is literally true. In many places the private schools are much better than the public schools, but this is because the public schools do not receive that support they deserve. Make the public schools what they can be and what they should be, and there will be no demand, no room, in fact no possibility of either private or denominational schools. Let us concentrate our efforts, and although we cannot at once, perhaps, make our schools what they should be, yet it is in our power to improve them. They can be better supported by larger appropriations; the law can provide for a more efficient system of supervision; larger salaries can be paid, by which the services of better teachers can be secured; the school buildings can be made more comfortable and tasty; the children can be more regular in their attendance; and the parents and friends can sympathize more heartily with the work.

It is for the State to provide the necessary appropriation and supervision; this done, all the rest is secured. Money and supervision will secure better buildings and better teachers. A good teacher in a good school room will secure the regular attendance of pupils, who will receive the right kind of instruction, and it needs no more to secure the interest of the parents.

The first subject that ought to engage the attention of our legisla-

tors should be the framing of a new school law. Our present law consists of special acts, supplements, amendments and repeals. It is fragmentary, confused and imperfect. There is no order in its arrangement, and its provisions are indefinite and contradictory. A new law should be framed which would include all that is good, make clear all that is confused, reject all that is bad, put in order all that is disarranged, and incorporate all that is desirable which may be found in our present law, or in the school laws of other States, or which may be suggested by the experience of our practical instructors and legislators. Its statements should be clear and concise; its provisions generous and complete; and its arrangement logical and harmonious. It should possess unity, avoid repetitions, and contain all the provisions necessary for securing a more efficient supervision of our public schools.

By an act of the Legislature of last winter there was established for New Jersey a State Board of Education, composed of the following

MEMBERS.

His Excellency, MARCUS L. WARD, Governor, Newark.	
Hon. FREDERICK T. FRELINGHUYSEN, Attorney General, Newark.	
Hon. WILLIAM K. McDONALD, State Comptroller, Newark.	
Hon. H. N. CONGAR, Secretary of State, Newark.	
Hon. JAMES M. SCOVEL, President of the Senate, Camden.	
Hon. JOHN HILL, Speaker of the Assembly, Boonton.	
Hon. RICHARD S. FIELD, Princeton,	} Trustees of the State Normal School.
THOMAS LAWRENCE, Esq., Hamburg,	
WILLIAM A. WHITEHEAD, Esq., Newark,	
BENJAMIN WILLIAMSON, Esq., Elizabeth,	
BENNINGTON F. RANDOLPH, Esq., Jersey City,	
J. F. LEAMING, M. D., Seaville,	
EDWARD W. SCUDDER, Esq., Trenton,	
RYNIE H. VEGHTE, Esq., Somerville.	
JOHN M. HOWE, M. D., Passaic,	
CHARLES E. ELMER, Esq., Bridgeton.	
JOHN S. HART, LL.D., Principal of the Normal School, Trenton.	
ELIAS COOK, Esq., Treasurer of the Normal School, Trenton.	

OFFICERS.

President—His Excellency, MARCUS L. WARD.

Vice President—Hon. RICHARD S. FIELD.

Treasurer—ELIAS COOK, Esq.

State Superintendent and (ex officio) Secretary, ELLIS A. APGAR.

To this Board is assigned the duty of considering the necessities of our Public Schools, and of submitting to the Legislature, in the annual report, such measures as are deemed necessary for perfecting

the school system in the State. In conformity to this duty, they, at a meeting held June 28, 1866, appointed a committee to report by bill or otherwise, what further legislation is necessary for making our system of public instruction more efficient. This committee found our present school laws so fragmentary and confused that they at once determined to frame a new law, which should reduce to harmony all the desirable features of our present legislative school enactments, and contain such new provisions as were thought desirable. During the past six months this committee has been laboriously engaged in studying the school laws of other States, and in preparing one for our State which would, in their judgment, secure for us a school system second to none in the Union. There have been two full meetings of the Board, at which all the features of the new bill, proposed by the committee, have been freely discussed. The arrangement and general tenor of the bill as finally agreed upon, may be seen in the following

SYNOPSIS.

I.—*School Supervision :*

1. State Board of Education.
2. State Superintendent of Public Instruction.
3. County Superintendents.
4. District Trustees.
5. Public School Teachers.

II.—*Board of Examiners :*

1. State Board of Examiners.
2. County Board of Examiners.
3. City Board of Examiners.

III.—*Schools :*

1. State Normal School.
2. Graded Schools.
3. District Schools.

IV.—*School Revenue :*

1. State Appropriation.
2. Township School Tax.
3. District School Tax.

STATE BOARD OF EDUCATION.

It was wise legislation that gave us a State Board of Education. This board is composed of our warmest and most enthusiastic friends of popular instruction, and to them may safely and wisely be entrusted the general care and supervision of our public schools. They should have power and it should be their duty

- I. To prescribe and cause to be enforced all rules and regulations necessary for carrying into effect the school laws of the State ;
- II. To consider the necessities of the public schools, and recommend to the Legislature, from time to time, such additions and amendments of the laws as are deemed necessary for perfecting the school system in the state ;
- III. To appoint the State Superintendent of Public Instruction ;
- IV. To appoint the County Superintendents of the several counties of the state, and
- V. To prescribe a uniform series of text books to be used throughout the State, and to provide for supplying the schools with the same at cost.

By giving to the Board of Education power to prescribe rules for carrying out the provisions of the school law, the law may be made less cumbersome, and all the minor details may be modified or extended, from time to time, as occasions demand or as experience suggests, thus avoiding the necessity of additional legislative enactments from year to year, except in cases when some material changes are demanded. The law may provide for, and in general terms prescribe, the duties of school officers and boards of examiners, while it can be left to the State Board of Education to determine when and how those duties are to be performed.

The second and third duties which are mentioned are already assigned to this Board.

As this Board is composed of the highest officials in the State, and of two prominent and influential citizens from each congressional district, there is no body of men to whom could be entrusted with more confidence the responsible duty of appointing first class men as county superintendents. If these appointments cannot be entrusted to this Board, there is no body of men in the State to whom the people can entrust them. Every part of the State is represented, and political interests or prejudices do not control or influence its actions.

These appointments will, thus, not be made by what can be called a central power, but by a large body of intelligent men coming from all parts of the State and representing the interests of every section. This Board has been established solely for the purpose of promoting the cause of education throughout the State. It is composed of educated men. They discuss educational topics, inquire after educational interests, become acquainted with educational men, and must thus be better able and far more likely to appoint first class men to hold the important office of county superintendent than any body of men whose regular duties are in no way connected with education. And unless we can secure the services of our very best men to perform the duties of county supervision over our schools, we shall not be the gainers, but most emphatically the losers, by making in our school government the changes proposed.

The last duty assigned to this Board is a most important one. We are led to ask for a new school law which will provide for a more systematic supervision of our schools, in order that uniformity in the management of the schools may be secured throughout the State. This object cannot be accomplished as long as each school continues to use its own peculiar text books. A uniform system of public instruction will necessitate the use of a uniform series of school books. There are other advantages which this provision will secure. We will bring to our aid the united judgment of the largest, wisest and most disinterested organized body of school officers in the State to determine which are the best text books used. We will avoid those yearly, quarterly, and sometimes monthly changes of books to which the frequent changers of teachers are now subjecting the people of the various districts. The expense of procuring a new set of books by families who remove from one district to another will be avoided. At present the teacher's labors are multiplied, and rendered less effective, by the necessary increase of the number of classes in consequence of the variety of books used in the same school. The superiority of our city schools is in a great measure due to the uniformity of the text books in use, and the same system of teaching and economical classification of pupils can be secured in many of our country and village schools, by a like uniformity of text books. This provision will enable the children of the State to procure all their books at wholesale rates, thereby saving from twenty-five to forty per cent. on their whole present outlay. I have not the least doubt but this one provision alone, besides securing uniformity of teaching, the introduction of the best text books found in market, and avoiding the frequent changes which are now so common and annoying, will actually save to the people of the State a sum not less than \$50,000 annually.

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION.

The State Superintendent should be required to have his office in the State House at Trenton, in which he should collect and preserve such property, books, maps, documents, records and reports as would be of interest to school officers and teachers. He should have prepared and kept in his office a map of each county containing the boundaries of the school districts and their numbers, and the location of the school houses. He should collect engravings, and nicely prepared diagrams of the most improved school buildings. In his office there should be a complete set of statistical books, one for each county of the state, in which should be recorded in the most convenient form for reference, all the important facts connected with the schools. These books should contain a brief history of each teacher in this state, giving his name, acquirements, amount of salary received, places in which he has taught, the date and grade of his certificate, etc. They should also contain descriptions of each school

district, giving the condition of the school buildings, the branches taught, the salaries paid, the number of children attending the schools, etc. Such a statistical record would be found of incalculable importance for reference by teachers, school officers and patrons. By means of such a record schools can readily be supplied with proper teachers, and teachers may at once learn where to apply for situations. Each county superintendent would feel a personal responsibility and a personal pride, in furnishing all the interesting items of information connected with the schools of his county, by which his county school record would be as complete and valuable as possible. As the State Superintendent has as yet never had a fixed office, but has continued to do his official business in any little village of the State where he might happen to reside, it has been impossible to collect and preserve such school documents of importance as are usually found in the superintendents' office in other States. The state superintendent should make known and have full power to enforce the observance of all the provisions of the school law. He should be the adviser and assistant of county superintendents.

COUNTY SUPERINTENDENTS.

It is impossible for New Jersey ever to have a *system* of public instruction until she engages the services of county superintendents. These superintendents should receive salaries which will enable them to devote their whole time to the supervision of the schools. They should have full power to apportion the county school funds among the several districts, to license teachers, to change the boundaries of school districts, to provide for graded schools, to organize teachers' institutes, to deliver public lectures on subjects connected with the cause of education, and in every way to give such aid and counsel to trustees, teachers, parents, and pupils, as will tend to elevate the standard of education and cause uniformity in the methods of instruction throughout the State. Having county superintendents we should no longer need either our present town superintendents or county examiners. The money paid to these officers, which is now almost literally thrown away, could be saved. We have two hundred and thirty (230) town superintendents receiving yearly from the state a sum not less than ten thousand dollars; we also have forty-two county examiners receiving annually about two thousand dollars. By the change of supervision we propose the State will save annually a sum not less than twelve thousand dollars, which will almost be sufficient to secure the constant service of twenty-one active and intelligent county superintendents. It is impossible to secure uniformity in the methods of instruction in the State by our present system of school government. The State Superintendent, by the advice and direction of the State board of education, is the only person who has authority to exercise a general supervision over the schools with a view of securing uniformity in the methods of instruction, and government of

the schools. But this officer can only act through agents. He cannot pay yearly visits to the two thousand public schools in this state, he cannot meet to give counsel and advice to parents, teachers or trustees. Neither can he meet and become acquainted with the two hundred and thirty town superintendents distributed throughout the two hundred and thirty townships of the State, and as there is no school officer between himself and these town superintendents, there is no set of men with whom he can advise or to whom he can give instructions.

The State Superintendent, under the present regime, is powerless to effect any general change in the management of our schools. It is impossible for him to obtain correct school statistics. Some of the reports of the Town Superintendents, from which the State Superintendent's report is necessarily compiled, are prepared with great care, and can be relied upon as accurate, but the majority are mere approximations. From many of our Town Superintendents, it seems almost impossible to obtain the statistical data required. This has been the complaint of all former Superintendents, and will continue to be the complaint as long as the duty of collecting school statistics is entrusted to a class of officers who, on account of the mere trifling compensation they receive, and the care of other duties, feel so little responsibility in the matter. In remodeling our school law, it is of the first importance that wise and liberal provision should be made, by means of which we may, in the future, annually obtain full and correct reports of the facts connected with the schools of the State. A study of facts, and an annual comparison of results are the only means of learning where our schools are defective, and how we may secure the gradual and progressive improvement desired. Without these facts our school officers are working in the dark, and their efforts are misdirected, and the people remain ignorant of the manner in which the money given by the State is being used. Our legislators will freely appropriate, and the people will gladly give, if they can be assured that the money thus appropriated and given, is wisely expended in supporting a good system of public education. We need a corps of school officers who will secure this wise expenditure and make known the true results.

Let the State secure the constant services of twenty-one active, intelligent and right principled men to look after and superintend the education of her children, and no one acquainted with the importance of proper school supervision can doubt the happy results. The provisions of the law and the instructions of the State Board of Education can be carried out; harmony of action on the part of all school officers can be secured; the standard of qualification of the teacher's profession will be elevated; county institutes will be better organized and better attended; statistics will be more readily and accurately reported; the provisions of the school law can be made known and explained to school officers and patrons; trustees and teachers will be made familiar with their duties and required to make accurate school reports; public attention will be aroused to the

importance of encouraging and sustaining the educational enterprises of the day; the school finances of the State will be carefully looked after and faithfully reported; valuable suggestions occurring to any one in the performance of his duties will be made known to the rest; and unity of design and harmony of action will be secured by the facility with which they can meet and consult each others views.

Term of Office.—The term of office of the county Superintendent should be at the pleasure of the Board. As soon as it is discovered that a man has been appointed who is unfit for the position, the Board should at once make a new appointment, and all who are worthy the position should feel that by the vigorous and proper discharge of their duties, the office may be to them perpetual. We will thus soon secure a corps of first class men, who will consider it the work of their lives to promote, in every way possible, the cause of public education. These men will have time to devise, mature, and carry into effect systematic plans of administration, and be able to thoroughly test their practical operations; the experience of each year will make them more familiar with their duties; they will become acquainted with school officers and teachers; they will learn the excellencies of some schools and the defects of others; and thus as this knowledge and experience accumulates from year to year, their services will in the same ratio become more and more valuable. It is both a personal vexation and a public injury for an officer to be called away from his work just at the time when he is best able to perfect his plans and accomplish some noble result, and to leave what is undone to another who is ignorant of the plans that have been laid, and of the field in which he has been called to labor. The longer the term of office the greater will be the sense of responsibility. When the official term is short, there is a temptation to negligence and carelessness. Let the official term be lengthened, and the officer feels responsible for the results of his official acts until its expiration. If the office is merely temporary, but few persons will be willing to leave a regular employment to accept it, and if accepted the occupant will regard it as a mere incident to some higher and more prominent position, and instead of addressing himself to the earnest and faithful discharge of his duties, with a single purpose to perform faithfully the great work committed to his hands, he too often will be found engaging in other duties, in order that he may have employment when his term of office expires.

Salary.—The good results of the proposed change in our school supervision will be defeated if the county superintendents are not allowed sufficient salary to relieve them from the necessity of seeking outside and additional means of support. If the compensation is small, the official services will be merely incidental, and no better supervision will be secured than is now rendered by our town superintendents. There will be work enough connected with the schools of any county to demand the constant care and active labors of one man. The only fear is that in some counties there may be found too much work for one

man to successfully perform. The labors in the different counties will most likely be in proportion to the number of children in each; and hence, in fixing the salaries of these officers, it may be best to rate them at a certain sum for each child in the counties, respectively.

School Trustees.—The only change which seems necessary in relation to the office of trustee, is that one of the three should be elected district clerk, whose special duties should be to act as secretary and district school treasurer. He should be a bonded officer, and should hold in trust all the school moneys belonging to the district, and pay all debts contracted by the same. To him might be assigned the duty of making out the annual district census of school children, and of exercising special oversight, and attending to the purchase of articles necessary for the successful working of the school. At present, these duties being assigned to no single person, one trustee waits for the others to act, and no one feels any individual responsibility.

BOARDS OF EXAMINERS.

If there is any one duty performed by our school officers which has become a perfect farce, it is that of examining and licensing teachers. Many of our counties have been without county school examiners for years. In some cases the boards of freeholders have actually refused to appoint examiners, in order to save the paltry expense. The town superintendents, feeling no interest in the matter, have neglected to require the teachers to possess licenses as a condition for their receiving public money, and a great proportion of our teachers have ceased to feel any concern in the matter. Many of these teachers are lamentably deficient in a knowledge of the branches they are required to teach, and know nothing of the best modes of teaching them. Many are destitute of that cultivation and refinement of manners requisite to adorn and make dignified the calling, and to command the respect and obedience of the pupils. The whole system needs to be thoroughly changed and reorganized. Every teacher in our schools should be thoroughly examined, and only the competent and faithful should receive certificates. The law passed at the last session of the Legislature, establishing a State Board of Education, provides for a State Board of Examiners. This Board is authorized to examine teachers, and to grant State certificates of different grades. To reduce to a system the whole work of licensing teachers we now want a county board of examiners for each county, and a city board of examiners for each city governed by special school laws. The powers and duties of these different boards might and should be so determined upon and regulated by the State Board of Education, that the certificates they would be authorized to grant would form a graded series from the lowest—good only in the city or county in which it was issued—to the highest, entitling the holder to teach in any public school in the State. There is nothing which will tend more directly toward making the business of teaching a profession.

equal in dignity and importance to the other learned professions than a well regulated and carefully guarded system of license. It is the license held by the clergyman, the doctor, and the lawyer, which makes them professional men; let us have a State teacher's license, the possession of which will require as much ability and aptness to teach as is now required by the clergyman to preach, the doctor to heal, and of the lawyer to plead, and we will have a new profession, equal in honor and importance to either of the others. The lowest grade State certificate should be one degree higher than the highest grade county certificate, and the whole series should be so graded that every teacher holding a certificate of any grade below the highest would be stimulated to diligence, application and faithfulness, in order that he might obtain a more important testimonial, granting him greater privileges and testifying to higher scholarship.

ELECTIONS AND REPORTS OF SCHOOL OFFICERS.

Our present law is very defective in regard to the times which it fixes for the elections and reports of school officers. It does not determine when the school year ends for which a report is to be given. Trustees are elected in March, and no time is fixed for their reports; the time for making the annual report by the State Superintendent makes it necessary for them to report in September, or six months after their election, leaving the previous six months unreported, except in cases where the trustee making the report, had held the office the previous year. Town superintendents are elected in March or April, and required by law to report by the 15th of December, but as the State Superintendent must present his annual report to the State Board of Education on the first Thursday in December, he is obliged to ask the town superintendents to furnish their reports by the 15th of November, or one month sooner than is required by law. And as new town superintendents are elected every year, we are never able to get their school reports for a period of time longer than from seven to eight months, leaving four or five months of each year unreported.

Our county examiners are appointed in May, and required to report in October; so that where new appointments are made from year to year, as is often the case, their official duties for seven months of each year cannot be reported.

The State Superintendent commences his duties the first of May, and is required to report to the State Board of Education the first Thursday in December; so that his first report can only give an account of his official duties for seven months.

Such are some of the strange provisions of our present heterogeneous mass of legislative enactments which, together, go by the name of a School law.

The following table will present, at a glance, the times for the election and reports of our school officers as provided for in the new School bill:

School Year.

Commencement of School Year-----September 1st.
 End of School Year-----August 31st.

Trustees.

Trustees elected-----First Monday in September.
 " enter upon duties-----" " "
 " report to County Superintendent
 following-----" " "

County Superintendents.

County Superintendents appointed----First Thursday in December.
 " " enter upon duties-----First of February.
 " " report to State Superint't--First of October.

State Superintendent.

State Superintendent appointed-----First Thursday in December.
 " " enters upon duties-----First of February.
 " " reports to State Board--First Thursday in Dec.

By the above systematic arrangement, the Trustees are able to report for the complete School Year, from which reports the County Superintendents will have one month in which to make out their annual reports to be sent to the State Superintendent; and the State Superintendent will have two months for preparing his report to be presented to the State Board of Education, and by them to the Legislature.

I sincerely hope that the Legislature, during its present session, will give us a School Law which will receive the approbation of all true friends of popular instruction, and which will, in its workings, give a new and healthy impetus to the cause of education throughout the State.

E. A. APGAR,
State Superintendent of Public Instruction.

FINANCIAL STATEMENTS.

COUNTIES AND TOWNSHIPS.	Amount of money raised by tax for support of schools	Amount received from State.	Amount from other sources.	Additional raised for building and repairing school houses.	Amount received from tuition fees.	Total amount appropriated to school purposes.
ATLANTIC COUNTY.						
POPULATION, 11,786.						
Atlantic City.....	\$688 51	67 20	\$977 00	.....	9 00	\$1,731 51
Egg Harbor.....	1,678 50	334 34	.....	.....	.....	2,012 84
Egg Harbor City.....	2,700 00	.....	.....	1,500 00	.....	4,200 00
Galloway.....	1,006 00	297 00	400 00	600 00	.....	2,303 00
Hammonton.....	1,212 00	120 71	600 00	140 00	.....	2,072 71
Hamilton.....	1,416 00	109 97	.....	4,500 00	.....	6,025 97
Mullica.....	1,011 00	100 70	.....	.....	.....	1,111 70
Weymouth.....	1,173 00	116 82	.....	.....	.....	1,289 82
	\$10,885 01	\$1,146 74	\$1,977 00	\$6,940 00	\$9 00	\$20,747 55
BURLINGTON.						
POPULATION, 49,858.						
Beverly.....	925 00	256 96	.....	.....	.....	1,181 96
Bordentown.....	5,500 00	638 07	369 00	\$2,300 00	.....	8,807 16
Burlington.....	3,000 00	1,097 43	1,300 00	.....	.....	5,397 43
Bass River.....	250 00	149 26	.....	.....	8 50	399 26
Cinnaminson.....	1,450 00	680 00	140 00	1,000 00	100 00	3,370 00
Chester.....	700 00	518 00	50 00	.....	1,200 00	2,468 26
Chesterfield.....	1,458 00	182 43	283 00	.....	.....	1,878 00
Evesham.....	800 00	644 48	.....	.....	.....	1,444 48
Little Egg Harbor.....	500 00	201 08	82 19	.....	2 50	1,033 27
Lumberton.....	1,158 00	408 81	.....	20 00	8 60	2,546 00
Mansfield.....	2,625 00	.....	.....	.....	.....	2,623 00
Medford.....	1,641 00	450 97	75 00	.....	.....	.....
New Hanover.....	1,200 00	645 46	.....	.....	.....	1,845 46
Northampton.....	3,000 00	381 04	305 41	.....	.....	3,686 45
Pemberton.....	1,000 00	307 00	175 97	.....	.....	1,482 97
Shamong.....	500 00	215 07	64 76	.....	10 00	789 83
Springfield.....	1,000 00	235 07	350 24	.....	.....	1,585 31
Southampton.....	1,630 00	356 00	.....	.....	.....	1,986 00
Washington.....	.....	163 66	.....	.....	.....	630 66
Westhampton.....	300 00	156 12	166 04	.....	.....	622 16
Willingboro.....	.....	110 70	.....	.....	.....	.....
Woodland.....	207 06	20 63	110 00	45 00	.....	382 63
	\$28,877 06	\$7,699 68	\$3,264 23	\$3,364 00	\$1,323 00	\$44,224 89
BERGEN.						
POPULATION, 21,619.						
Franklin.....	.....	576 02	.....	100 00	1,800 00	2,256 00
Hackensack.....	2,068 60	605 99	663 00	993 68	1,810 00	8,013 67
Harrington.....	1,693 00	200 00	.....	100 00	750 00	2,643 00
Hobokus.....	.....	311 02	.....	500 00	.....	.....
Lodi.....	1,410 00	268 83	.....	861 31	331 17	2,921 31
New Barbadoes.....	4,412 00	450 28	369 42	.....	306 00	5,536 70
Saddle River.....	150 00	125 92	500 00	.....	.....	775 92
Union.....	466 81	91 35	.....	.....	159 00	708 16
Washington.....	.....	385 98	.....	216 00	2,400 00	2,885 98
	\$11,029 81	\$3,015 39	\$1,622 42	\$2,770 99	\$7,516 17	\$25,740 74
CAMDEN.						
POPULATION, 24,159.						
Camden.....	21,778 74	2,438 55	13,477 36	.....	.....	37,694 15
Centre.....	1,165 00	81 35	.....	.....	29 97	1,266 32
Delaware.....	400 00	264 00	.....	.....	300 00	964 00
Gloucester.....	2,000 00	221 28	106 41	.....	255 00	2,542 00
Haddon.....	880 00	167 60	613 49	200 00	.....	1,961 00
Monroe.....	800 00	240 00	.....	.....	350 00	1,390 00
Newton.....	3,680 00	440 70	.....	50 00	250 00	3,732 50
Stockton.....	.....	188 52	778 00	.....	.....	966 52
Union.....	2,601 00	363 58	.....	.....	.....	2,601 00
Washington.....	969 50	144 94	.....	.....	.....	1,119 44
Waterford.....	1,200 00	303 42	.....	.....	300 00	1,803 42
Winslow.....	1,950 00	265 60	.....	.....	.....	2,215 60
	\$37,414 24	\$6,119 54	14,975 17	\$250 00	\$1,484 97	\$58,255 95
CAPE MAY.						
POPULATION, 9,132.						
Cape Island.....	650 00	72 60	327 00	.....	.....	1,049 60
Dennis.....	500 00	190 00	.....	.....	.....	690 00
Lower.....	718 50	252 59	.....	.....	.....	971 09
Middle.....	1,462 00	124 27	.....	.....	.....	1,586 27
Upper.....	1,547 00	235 00	.....	.....	.....	1,582 00
	\$4,677 50	\$74 46	\$327 00	.....	.....	\$5,877 96

COUNTIES AND TOWNSHIPS.	Amount of money raised by tax for support of schools	Amount received from State.	Amount from other sources.	Additional raised for building and repairing school houses.	Amount received from tuition fees.	Total amount appropriated to school purposes.
CUMBERLAND.						
POPULATION, 22,606.						
Bridgeton.....	6,000 00	440 00	605 00	.....	.....	7,045 00
Cohansey.....	1,400 00	137 75	11 75	.....	.....	1,549 50
Deerfield.....	600 00	155 37	127 50	.....	.....	882 87
Downe.....	1,000 00	347 81	160 00	.....	.....	1,507 81
Fairfield.....	1,000 00	244 63	174 34	.....	584 03	2,000 00
Greenwich.....	500 00	115 00	150 00	.....	.....	765 00
Hopewell.....	500 00	183 67	164 66	.....	800 00	1,647 73
Landis.....	4,783 00	251 25	.....	2,071 00	.....	5,034 25
Maurice River.....	2,100 00	376 00	.....	.....	.....	2,476 00
Millville.....	6,000 00	800 00	.....	.....	10 00	6,810 00
Stoe Creek.....	500 00	207 38	.....	1,300 00	800 00	2,807 38
	\$18,383 00	\$3,258 26	\$1,393 25	\$3,381 00	\$2,194 03	\$32,525 54
ESSEX.						
POPULATION, 98,916.						
Belleville.....	\$2,931 00	484 24	211 58	300 00	.....	3,926 82
Bloomfield.....	6,300 00	633 80	.....	700 00	198 00	7,861 80
Caldwell.....	1,350 00	316 58	1,089 00	1,280 00	2,755 00	10,825 58
Clinton.....	3,438 00	222 55	.....	.....	18 00	3,678 55
East Orange.....	237 00	178 00	.....	1,500 00	160 00	2,075 00
Livingston.....	600 00	144 00	.....	25 00	430 00	1,199 00
Millburn.....	1,226 00	83 19	.....	.....	.....	1,309 19
Newark.....	70,000 00	8,077 30	290 00	26,920 00	.....	105,287 30
Orange.....	2,500 00	759 98	.....	.....	.....	.....
South Orange.....	1,398 00	198 30	.....	.....	.....	1,596 30
West Orange.....	1,200 00	220 00	.....	2,100 96	140 00	3,666 96
	\$90,500 00	\$11,217 94	\$1,590 58	\$32,841 96	\$3,701 00	\$141,426 50
GLOUCESTER.						
POPULATION, 18,488.						
Clayton.....	1,700 00	299 05	.....	1,200 00	600 00	3,799 05
Deptford.....	3,431 00	422 72	324 12	.....	300 00	4,477 84
Franklin.....	1,000 00	1,337 64	.....	.....	.....	1,337 64
Greenwich.....	1,000 00	250 02	131 34	.....	1,200 00	2,581 36
Harrison.....	1,275 00	562 87	.....	200 00	.....	2,037 87
Mantua.....	675 00	175 50	112 29	.....	.....	982 79
Woolwich.....	800 00	608 47	.....	540 00	2,064 83	3,472 80
	\$9,881 00	\$3,637 27	\$567 75	\$1,940 00	\$4,164 83	\$18,389 35
HUDSON.						
POPULATION, 65,923.						
Bergen.....	20,000 00	335 73	.....	6,500 00	.....	26,836 73
Bayonne.....	2,000 00	272 20	120 00	.....	.....	2,472 20
Greenville.....	1,200 00	157 41	400 00	.....	.....	2,500 00
Harrison.....	1,000 00	256 05	20 50	.....	230 00	1,400 00
Hoboken.....	20,000 00	700 00	2,000 00	.....	.....	22,000 00
Hudson City.....	19,500 00	609 75	.....	.....	.....	20,309 75
Jersey City.....	45,000 00	2,954 00	.....	2,500 00	.....	50,454 00
North Bergen.....	2,100 00	239 33	.....	.....	.....	2,339 33
Union.....	3,000 00	272 55	.....	4,000 00	.....	7,000 00
Union Town.....	1,500 00	125 00	.....	1,300 00	.....	2,925 00
Weehawken.....	400 00	920 00	.....	700 00	.....	1,777 23
West Hoboken.....	1,900 00	122 40	.....	1,200 00	.....	2,022 40
	117,600 00	\$7,175 42	\$2,540 30	\$16,200 00	\$230 00	\$143,036 64
HUNTERDON.						
POPULATION, 33,664.						
Alexandria.....	2,614 00	500 00	250 00	.....	.....	3,364 00
Bethlehem.....	1,152 00	233 66	.....	37 68	727 75	2,171 09
Clinton.....	1,700 00	318 30	.....	.....	.....	2,018 30
Clinton City.....	202 00	92 00	.....	160 00	1,100 00	1,400 00
Delaware.....	1,000 00	198 82	.....	2,200 00	.....	3,398 82
East Amwell.....	891 00	228 96	204 00	.....	605 00	1,925 96
Franklin.....	.....	159 16	156 60	.....	1,234 00	1,549 76
Kingwood.....	.....	204 12	.....	.....	1,600 00	1,804 12
Lambertville.....	2,700 00	326 52	14	500 00	.....	3,560 52
Lebanon.....	2,274 00	432 88	.....	2,100 00	10 00	6,200 00
Raritan.....	.....	352 00	.....	.....	2,000 00	2,352 00
Readington.....	1,862 00	334 00	.....	.....	.....	2,196 00
Tewksbury.....	300 00	205 00	.....	450 00	.....	1,045 00
Union.....	.....	102 20	.....	.....	.....	102 20
West Amwell.....	364 00	116 09	420 00
	\$14,999 00	\$3,893 71	\$611 04	\$5,467 68	\$7,276 75	\$33,519 77

SCHOOL REPORT.

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COUNTIES AND TOWNSHIPS.	Amount of money raised by tax for support of schools.	Amount received from State.	Amount from other sources.	Additions raised for building and repairing school houses.	Amount received from tuition fees.	Total amount appropriated to school purposes.
MERCER.						
POPULATION, 37,418.						
East Windsor.....	800 00	201 92	161 10	400 00		1,563 02
Ewing.....	1,455 00	181 25	200 00		250 00	2,086 25
Hamilton.....	4,362 00	556 36				4,918 36
Hopewell.....		484 50	1,899 00			2,383 50
Lawrence.....	1,802 00	90 00				1,892 00
Princeton.....	3,500 00	398 40	268 47		150 00	4,316 62
Trenton.....	13,500 00	2,000 00				15,500 00
Washington.....	1,000 00	186 76	124 62	40 00	20 00	1,271 28
West Windsor.....	1,400 00	256 55	174 00	600 00		2,430 55
	\$27,819 00	\$4,355 74	\$2,827 19	\$1,040 00	\$420 00	\$36,361 58
MIDDLESEX.						
POPULATION, 35,366.						
East Brunswick.....	2,706 00	361 16				3,067 16
Monroe.....	2,000 00	423 32	67 66	50 00	450 00	2,990 98
New Brunswick.....	10,037 63	1,390 40	13 42			10,846 97
North Brunswick.....	900 00	112 00	21 00			1,123 00
Perth Amboy.....	900 00	253 00				1,153 00
Piscataway.....	2,000 00	370 69	700 00	150 00	1,020 00	4,250 69
South Amboy.....	500 00	669 14	500 00	75 00	1,669 14	3,413 28
South Brunswick.....	2,500 00	457 22	73 08			3,030 30
Woodbridge.....	2,354 00	341 48	748 00		275 00	3,714 48
	\$23,987 63	\$4,378 41	\$2,123 16	\$275 00	\$3,454 14	\$33,589 86
MONMOUTH.						
POPULATION, 39,368.						
Atlantic.....	800 00	169 00	163 00	400 00		1,532 00
Freehold.....	700 00	253 76	199 00			3,152 76
Holmdel.....	1,216 00	143 00	257 00		140 00	1,750 50
Manalapan.....	2,000 00	356 00	166 33		150 00	2,672 38
Marlboro.....	1,600 00	361 32				1,961 32
Matavan.....	1,400 00	306 06		100 00	200 00	3,006 06
Middletown.....	1,000 00	259 34	50 28			1,309 62
Millstone.....	4,843 00	604 00				5,737 00
Ocean.....	1,408 00	463 94		200 00		1,931 94
Raritan.....	5,019 00	596 17				5,615 17
Shrewsbury.....	2,600 00	400 52			879 50	3,279 60
Upper Freehold.....	4,962 00	326 26	200 00	1,000 00		6,488 26
Wall.....	1,800 00	431 01	314 50	1,400 00	800 00	4,745 54
Howell.....	2,500 00	341 88	111 50	325 00	445 00	3,723 38
	\$31,308 00	\$5,102 20	\$1,861 61	\$3,425 00	\$2,614 50	\$46,905 58
MORRIS.						
POPULATION, 34,699.						
Chester.....	800 00	318 00		600 00	50 00	1,748 00
Chatham.....	2,658 00	593 70	18 00			3,269 70
Hanover.....	1,000 00	605 47		2,000 00	1,230 00	4,835 47
Jefferson.....	662 00	242 14		210 00		1,114 14
Mendham.....	500 00	156 50	173 18	500 00	600 00	1,939 68
Morris.....	2,500 00	500 00		2,700 00		5,700 00
Passaic.....	1,500 00	251 43				1,751 43
Pegannock.....	3,450 00	603 52	344 92	500 00	1,850 00	6,708 44
Randolph.....	2,600 00	880 61		500 00	50 00	2,630 61
Rockaway.....	3,098 00	713 40	450 00		25 00	4,286 40
Roxbury.....	1,500 00	539 69			50 00	2,039 69
Washington.....	1,200 00	328 56	261 53			1,759 89
	\$21,268 00	\$5,552 82	\$1,247 63	\$7,010 00	\$3,335 00	\$37,873 45
OCEAN.						
POPULATION, 11,200.						
Brick.....	800 00	213 72	93 23		148 00	1,389 00
Dover.....	500 00	232 03				732 03
Jackson.....	800 00	288 51			300 00	1,388 56
Manchester.....	600 00	156 06				756 06
Plumstead.....	600 00	375 89				975 89
Stafford.....	300 00	157 72	88 85		230 00	776 57
Union.....	600 00	193 84	89 99			882 83
	\$4,200 00	\$1,617 77	\$272 07		\$678 00	\$6,900 94

COUNTIES AND TOWNSHIPS.	Amount of money raised by tax for support of schools.	Amount received from State.	Amount from other sources.	Additional raised for building and repairing school houses.	Amount received from tuition fees.	Total amount appropriated to school purposes.
PASSAIC.						
POPULATION, 29,021.						
Acquackanonk	\$1,500 00	\$372 44	.....	.....	.....	\$1,872 44
Manchester	700 00	55 75	.....	.....	450 00	1,205 75
Paterson City	2,500 00	.....	.....	.....	.....	2,500 00
Pompton	1,000 00	935 68	.....	.....	340 00	1,575 68
Wayne	600 00	160 00	40 00	400 00	125 00	1,325 00
West Milford	800 00	349 90	.....	.....	1,200 00	2,349 92
	\$7,100 00	\$1,873 77	\$40 00	\$400 00	\$2,115 00	\$10,828 79
SALEM.						
POPULATION, 22,484.						
Elsinborough	300 00	295 40	38 75	.....	.....	734 15
Lower Alloways Creek	600 00	173 30	154 63	25 00	300 00	1,252 93
Lower Penns Neck	500 00	349 34	645 25	.....	.....	1,494 59
Mannington	100 00	352 00	227 39	.....	.....	679 39
Pilesgrove	2,098 00	344 47	318 33	.....	.....	2,761 80
Pittsgrove	1,000 00	157 16	145 08	.....	.....	1,302 24
Salem	500 00	400 01	1,600 00	.....	.....	2,500 00
Upper Alloways Creek	2,006 00	375 35	311 08	.....	85 00	2,777 43
Upper Penns Neck	1,000 00	361 06	312 00	.....	.....	1,673 06
Upper Pittsgrove	1,000 00	430 31	100 00	1,150 00	912 00	3,593 00
	\$9,104 00	\$3,239 40	\$3,852 51	\$1,175 00	\$1,297 69	\$18,034 44
SOMERSET.						
POPULATION, 23,855.						
Belminster	500 00	241 60	261 66	600 00	.....	1,603 26
Bernards	1,000 00	545 91	.....	100 00	800 00	2,445 91
Branchburg	800 00	269 18	.....	50 00	1,500 00	2,619 18
Bridgewater	2,000 00	1,205 24	3,000 00	1,000 00	3,000 00	10,205 24
Franklin	3,420 00	435 23	.....	6 00	927 00	4,728 33
Hillsborough	2,386 00	413 50	457 03	900 00	4,341 00	8,498 13
Montgomery	800 00	414 00	.....	400 00	1,300 00	2,500 00
Warren	1,150 00	321 48	164 39	.....	140 00	1,775 77
	\$12,056 00	\$3,846 14	\$3,883 68	\$3,056 00	\$12,008 00	\$28,375 72
SUSSEX.						
POPULATION, 23,855.						
Andover	696 00	272 70	.....	250 00	.....	1,228 70
Byram	650 00	275 78	.....	.....	432 00	1,357 78
Frankford	846 00	355 36	.....	100 00	.....	1,301 36
Greene	471 00	234 00	.....	.....	.....	705 00
Hampton	469 50	245 52	.....	1,000 00	175 00	1,890 00
Hardystown	1,200 00	378 00	300 00	75 00	.....	1,962 00
Lafayette	554 00	206 00	.....	100 00	.....	860 00
Montague	500 00	231 88	.....	.....	.....	721 88
Newton	1,800 00	435 06	.....	.....	350 00	3,485 06
Sandyston .....	.....	261 96	.....	.....	.....	261 96
Sparta	1,442 00	422 86	.....	100 00	500 00	2,464 84
Stillwater	326 50	238 21	162 51	.....	.....	737 22
Vernon	1,000 00	447 62	.....	.....	.....	1,447 62
Walpack	180 05	260 00	.....	.....	.....	440 05
Wantage	1,500 00	429 00	.....	1,000 00	2,500 00	5,429 00
	\$11,645 05	\$4,803 00	\$462 51	\$2,625 00	\$3,957 00	\$24,293 82
UNION.						
POPULATION, 27,786.						
Clark	405 00	76 72	.....	.....	.....	581 72
Elizabeth .....	.....	.....	.....	.....	.....	16,000 00
Linden	813 00	100 93	.....	.....	231 00	1,144 93
New Providence .....	.....	.....	.....	.....	.....	.....
Plainfield	6,000 00	379 86	35 47	.....	100 00	6,515 32
Rahway	1,000 00	633 13	.....	200 00	.....	10,833 13
Springfield	400 00	101 30	.....	.....	900 00	1,401 31
Westfield	800 00	213 77	.....	300 00	876 00	2,189 77
Union .....	.....	.....	.....	.....	.....	.....
	\$9,418 00	\$1,505 71	\$35 47	\$500 00	\$2,107 00	\$33,626 13

COUNTIES AND TOWNSHIPS.	Amount of money raised by tax for support of schools.	Amount received from State.	Amount from other sources.	Additional raised for building and repairing school houses.	Amount received from tuition fees.	Total amount appropriated to school purposes.
WARREN.						
POPULATION, 28,433.						
Belvidere.....	\$1,455 00	\$168 10				\$1,823 10
Blairstown.....		171 70				203 31
Franklin.....	1,172 50	158 20	\$90 00		\$90 00	1,530 70
Frelinghuysen.....		140 00		\$25 00	1,600 00	1,775 00
Greenwich.....	2,562 00	297 60	180 00			2,859 60
Hackettstown.....	1,260 00	143 00			2,700 00	
Hardwick.....		89 00			300 00	389 56
Harmony.....	1,542 00	182 10				1,734 10
Hop.....		399 26				399 80
Independence.....	1,992 00	212 70				2,204 70
Knowlton.....	1,000 00	195 00	900 00			1,496 93
Lopatcong.....	1,032 00	118 50				1,141 50
Mansfield.....	1,974 00	227 80			400 00	2,601 00
Oxford.....	1,500 80	266 10	300 00			
Phillipsburg.....	3,270 00	381 90				3,351 90
Piqua quarry.....	50	56 50				106 50
Washington.....	3,330 00	332 00		1,385 00		5,065 00
	\$22,098 80	\$3,539 46	\$1,470 00	\$1,410 00	\$5,090 00	\$27,682 60

Summary of the preceding Financial Statements exhibiting the results for the several Counties of the State, for the year 1866.

COUNTIES.	Amount of money raised by tax for support of schools.	Amount received from State.	Amount from other sources.	Additional raised for building and repairing school houses.	Amount received from tuition fees.	Total amount appropriated to school purposes.
Atlantic.....	\$10,885 01	\$1,146 74	\$1,977 00	\$6,940 00	\$9 00	\$20,747 55
Burlington.....	28,877 06	7,639 68	3,264 23	3,364 00	1,323 00	44,224 89
Bergen.....	11,029 81	3,015 39	1,622 42	2,770 99	7,546 17	25,740 74
Camden.....	37,414 24	5,119 54	14,975 17	250 00	1,484 97	58,355 95
Cape May.....	4,677 50	874 46	327 00			5,877 96
Camberland.....	17,283 00	3,358 26	1,393 25	3,381 00	2,194 03	32,525 54
Essex.....	90,500 00	11,217 94	1,530 58	32,841 96	3,701 00	141,426 50
Gloucester.....	9,881 00	3,637 27	567 75	1,949 00	4,164 83	18,389 85
Hudson.....	117,600 00	7,175 42	2,540 30	16,200 00	230 00	143,036 64
Hunterdon.....	14,999 00	3,833 71	611 04	5,467 68	7,276 75	33,519 77
Mercer.....	27,819 00	4,355 74	2,827 19	1,040 00	490 00	36,361 58
Middlesex.....	23,987 63	4,378 41	2,123 16	275 00	3,454 14	33,589 86
Monmouth.....	31,308 00	5,102 29	1,861 61	3,425 00	2,614 50	46,905 53
Morris.....	21,268 00	3,552 82	1,247 63	7,010 00	3,335 00	37,873 45
Ocean.....	4,200 00	1,617 77	272 07		678 00	6,900 94
Passaic.....	7,100 00	1,873 77	40 00	400 00	2,115 00	10,828 79
Salem.....	9,104 00	3,239 40	3,852 51	1,175 00	1,297 62	18,034 44
Somerset.....	12,066 00	3,846 14	3,833 68	3,056 00	12,068 00	28,375 72
Sussex.....	11,645 05	1,803 00	462 51	2,625 00	3,957 60	24,293 82
Union.....	9,418 00	1,505 71	35 47	500 00	2,107 00	35,626 18
Warren.....	22,098 80	3,539 46	1,470 00	1,410 00	5,090 00	27,682 60
Total.....	\$515,241 10	\$97,951 03	\$47,044 57	\$94,071 63	\$66,206 08	\$833,317 70

TABULAR STATEMENTS.

COUNTIES AND TOWNSHIPS.	CUMBERLAND. POPULATION, 22,606.															SUSSEX. POPULATION, 23,855.														
	No. of districts in town or city.	No. of public schools in town or city.	Number well ventilated.	No. without sufficient grounds.	No. having no out-houses.	Number built for use.	Number of log.	Number of stone.	Number of brick.	Number of frame.	Number built during the year.	Number of schools kept open four quarters.	Number of schools kept open only three quarters.	Number of schools kept open only two quarters.	Number of schools kept open only one quarter.	Whole number of pupils attending a whole or part of the year.	Number of children between the ages of 5 and 18 years.	Number of children attending four quarters or one year.	Number of children attending only three quarters in a year.	Number of children attending only two quarters in a year.	Number of children attending only one quarter in a year.	No. who do not attend school.	Number of colored children who have attended school.							
Bridgeton.....	4	5	.....	.....	.....	.....	.....	.....	.....	5	.....	3	1	1	.....	1088	1188	540	310	258	106	.....	115
Conahsey.....	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	382	417	22	79	33	100	.....	12
Deerfield.....	6	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	378	379	96	94	94	47	.....	30
Downe.....	7	12	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	900	1113	200	400	150	100	200	4
Fairfield.....	4	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	500	783	20	120	300	100	.....	80
Greenwich.....	9	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	330	349	.....	.....	.....	.....	.....	19
Hopewell.....	11	17	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	500	586	.....	.....	.....	.....	.....	86
Landis.....	11	17	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	900	1176	200	400	200	100	40	15
Maurice River.....	8	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	784	853	190	293	147	68	158	12
Millville.....	1	17	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1200	1500	600	350	200	50	300	12
Stoc Creek.....	1	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	300	374	.....	200	150	.....	.....	6
Andover.....	4	105	62	6	2	4	.....	5	2	86	4	30	37	19	10	7262	8718	1868	2246	1412	1459	903	391						
Byram.....	7	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	175	348	90	180	.....	.....	.....	173
Frankford.....	14	12	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	338	523	31	53	170	184	.....	185
Greene.....	5	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	260	314	200	215	233	83	.....	46
Hampton.....	10	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	250	213	40	50	90	80	.....	53
Hardytown.....	11	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	340	670	47	84	98	111	.....	330
Lafayette.....	7	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	200	277	60	200	.....	.....	.....	75
Montague.....	9	8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	432	432	.....	.....	.....	.....	.....	.....	
Newton.....	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	150	600	41	29	48	32	130	4
Sandyston.....	8	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	600	721	120	180	230	70	121	.....						
Sparta.....	9	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	539	603	.....	.....	.....	.....	.....	.....	
Switzerland.....	14	13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	675	811	50	20	300	60	100	.....						
Vernon.....	16	15	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	138	1248	.....	8	50	89	.....	3
Walpack.....	6	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	600	1277	200	200	200	.....	.....	.....				
Wantage.....	22	24	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	143	130	36	21	45	17	2	17	.....	70	12	35	34	34	5	4376	9074	1493	1784	2182	846	1186	62						

COUNTIES AND TOWNSHIPS.

BERGEN.
POPULATION, 21,619.

Franklin.....	3	2	4	120	10	.....	8	10	15	3	.....	17	1	32	25	60
Hackensack.....	1	1	1	.....	10	.....	8	8	16	.....	.....	16	.....	45	40	30
Harrington.....	1	1	1	7	1	105 00	4	3	3	2	.....	3	.....	45	40	30
Hobokus.....	1	1	1	.....	.....	.....	4	5	3	1	.....	3	.....	52	33	.....
Lodi.....	1	1	1	.....	.....	.....	4	5	3	1	.....	3	.....	52	33	.....
New Barbadoes.....	2	2	3	150	7	1500 00	6	5	3	2	.....	0	.....	45	25	30
Saddle River.....	.....	.....	.....	.....	.....	.....	1	2	3	2	.....	2	.....	60	40	50
Union.....	.....	.....	.....	.....	.....	.....	6	2	.....	.....	.....	2	.....	35	30	.....
Washington.....	7	6	8	277	18	1605 00	37	35	65	11	.....	2	.....	35	23	.....

CAMDEN.
POPULATION, 34,130.

Camden.....	34	34	12	650	18	12740 00	3	31	20	14	.....	3	.....	84	32	.....
Centre.....	1	1	.....	.....	.....	.....	1	5	7	1	.....	.....	.....	28	20	.....
Delaware.....	.....	.....	.....	.....	.....	.....	5	4	4	.....	.....	3	.....	35	25	10
Gloucester.....	.....	.....	1	40	2	.....	1	.....	.....	.....	.....	.....	.....	33	30	.....
Haddon.....	7	4	1	25	1	350 00	2	3	5	.....	.....	2	.....	45	37	30
Monroe.....	7	1	2	75	2	600 00	1	5	3	3	.....	2	.....	60	25	.....
Newton.....	3	3	1	16	1	.....	2	5	5	2	.....	5	.....	50	25	75
Stockton.....	.....	.....	.....	.....	.....	.....	2	5	.....	.....	.....	.....	.....	36	30	.....
Union.....	5	5	.....	.....	.....	.....	1	1	5	.....	.....	1	.....	50	25	.....
Washington.....	1	1	.....	.....	.....	.....	4	1	3	2	.....	2	.....	50	25	.....
Waterford.....	1	1	.....	.....	.....	.....	1	6	3	4	.....	3	.....	50	35	.....
Winslow.....	5	.....	1	30	1	180 00	1	6	2	2	.....	3	.....	50	30	.....

CAPE MAY.
POPULATION, 9,122.

Cape Island.....	2	.....	1	40	1	202 00	2	3	4	1	.....	1	.....	54	40	.....
Dennis.....	6	.....	2	50	2	800 00	4	2	5	1	.....	1	.....	60	30	40
Lower.....	5	.....	.....	.....	.....	.....	3	2	5	.....	.....	3	.....	52	33	25
Middle.....	7	.....	2	40	2	600 00	7	2	7	.....	.....	.....	.....	45	35	30
Upper.....	7	.....	.....	40	1	60 00	4	3	5	2	.....	5	.....	42	32	24
.....	27	.....	5	170	6	1752 00	20	12	26	4	.....	13	.....	51	34	132

COUNTIES AND TOWNSHIPS.

	Number of free schools.	Number of free schools kept open for the year.	Number of private schools.	Number of pupils attending private schools.	Number of teachers in private schools.	Estimated amount paid for private schools.	Number of males employed in public schools.	Number of females employed in public schools.	No. of experienced teachers.	Number who have had no experience.	Number who have attended a Normal School.	Number of successful teachers.	Number of total failures.	Salaries of male teachers per month.	Salaries of female teachers per month.	Amount received by Town Superintendents.
ESSEX.																
Population, 98,916.																
Belleville.....	4	4	3	240	14	13,000 00	3	6	4	.....	4	4	.....	57 00	29 00	25 00
Bloomfield.....	15	14	10	240	14	13,000 00	4	11	10	3	5	9	1	77 00	28 00	35 00
Caldwell.....	1	1	2	45	1	1,000 00	4	4	6	6	1	8	.....	39 15	23 00	23 00
Clinton.....	6	6	4	.....	1	1,000 00	3	5	6	6	2	8	.....	50 00	31 00	.....
East Orange.....	2	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	48 00	37 00	.....
Livingston.....	2	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	20 00	18 00	15 00
Milburn.....	4	3	3	25	2	700 00	1	3	3	2	1	4	.....	50 00	20 00	.....
Newark.....	117	117	20	2,000	40	20,000 00	23	110	117	16	108	133	10	94 00	20 00	.....
Orange.....	2	2	7	.....	.....	.....	2	4	6	.....	.....	6	.....	63 00	29 00	.....
South Orange.....	6	3	2	.....	15	.....	3	3	3	3	1	5	1	59 00	20 00	45 00
West Orange.....	.....	.....	2	.....	8	.....	2	3	4	1	.....	.....	.....	33 00	32 00	30 00
	159	153	53	2,310	83	35,700 00	46	152	161	29	122	167	12	51 00	28 00	175 00
HUNTERDON.																
Population, 33,664.																
Alexandria.....	.....	.....	.....	.....	.....	.....	10	6	9	4	.....	8	.....	35 00	28 00	60 00
Bethlehem.....	.....	.....	.....	.....	.....	.....	6	6	7	5	5	7	1	40 00	25 00	40 00
Clinton.....	.....	.....	.....	.....	.....	.....	1	6	5	3	.....	3	.....	25 00	16 00	.....
Clinton City.....	.....	.....	1	40	2	600 00	2	3	5	.....	1	.....	.....	50 00	30 00	05
Delaware.....	.....	.....	1	.....	1	300 00	5	3	4	.....	.....	8	.....	.....	.....	.....
East Amwell.....	1	.....	.....	.....	.....	.....	2	2	2	1	2	.....	.....	30 00	25 10	20 00
Franklin.....	.....	.....	.....	.....	.....	.....	1	4	3	2	.....	3	.....	30 00	25 00	.....
Kingwood.....	.....	.....	.....	.....	.....	.....	1	5	1	2	.....	3	.....	30 00	20 00	25 00
Lambertville.....	2	2	6	135	1	.....	2	6	8	.....	.....	8	4	67 00	26 00	.....
Lebanon.....	.....	.....	.....	.....	.....	.....	5	6	12	2	.....	.....	.....	44 00	26 00	60 00
Karlan.....	1	.....	3	90	3	1080 00	10	8	13	5	2	18	.....	30 00	20 00	70 00
Readington.....	.....	.....	2	35	2	500 00	4	9	3	6	2	4	1	35 00	27 00	40 00
Tewksbury.....	.....	.....	2	48	2	600 00	3	10	12	1	.....	3	10	33 00	30 00	40 00
Union.....	.....	3	.....	.....	.....	.....	.....	5	5	.....	.....	5	.....	30 00	20 00	.....
West Amwell.....	.....	.....	.....	.....	.....	.....	2	4	2	3	.....	3	.....	30 00	20 00	.....
	4	6	15	641	17	5,080 00	63	56	100	40	13	94	16	40 80	24 60	280 00

Number of districts in town or city.	Number of public schools in town or city.	Number well ventilated.	Number without sufficient grounds.	Number having no out-houses.	Number unfit for use.	Number of log.	Number of stone.	Number of brick.	Number of frame.	Number built during the year.	Number of schools kept open four quarters.	Number of schools kept open only three quarters.	Number of schools kept open only two quarters.	Number of schools kept open only one quarter.	Whole number of pupils attending a whole or part of the year.	Number of children between the ages of 5 and 18 years.	Number of children attending four quarters or one year.	Number of children attending only three quarters in a year.	Number of children attending only two quarters in a year.	Number of children attending only one quarter in a year.	Number who do not attend school.	Number of colored children who have attended school.
ESSEX.																						
Population, 98,916.																						
Belleville.....	5	2	...	...	...	...	...	1	4	...	4	...	...	...	1086	1198	256	134	137	194	...	14
Bloomfield.....	5	5	...	...	...	...	1	3	1	...	14	...	...	...	496	1560	251	307	271	123	120	26
Caldwell.....	8	8	4	...	...	...	...	...	...	...	4	...	...	...	590	1741	17	96	97	200	248	2
Clinton.....	6	6	...	...	...	...	1	2	3	...	4	...	...	...	400	1046	300	100	100	...	546	1
East Orange.....	3	...	...	...	...	...	...	...	...	...	2	...	...	...	344	646	163	43	40	...	...	...
Livingston.....	5	5	...	...	...	...	...	...	5	...	2	...	...	...	275	334	65	126	54	33	87	1
Millburn.....	4	2	...	...	...	...	...	...	4	...	2	...	...	...	225	407	86	46	41	60	106	3
Newark.....	25	107	15	...	9	...	6	72	29	...	117	...	...	...	11945	18982	2748	955	2181	3803	4000	200
Orange.....	6	2	...	...	...	...	...	1	2	...	2	...	...	...	267	1804	197	96	110	82	...	13
South Orange.....	5	6	4	...	2	...	...	...	...	...	3	...	...	...	443	466	114	136	101	92	98	...
West Orange.....	4	1	...	...	...	...	1	...	3	...	4	...	...	...	190	517	...	...	...	...	...	4
HUNTERDON.																						
Population, 33,064.																						
Alexandria.....	14	14	...	...	...	...	...	...	...	...	8	...	...	...	620	1307	...	...	...	...	...	2
Bethlehem.....	8	2	...	...	...	...	1	...	8	...	1	6	...	...	480	624	30	104	117	133	144	4
Clinton.....	12	13	...	...	...	...	3	...	10	...	6	...	...	...	650	880	...	...	...	...	200	5
Clinton City.....	1	1	...	...	...	...	...	...	1	...	1	...	...	...	120	921	65	80	90	100	...	2
Delaware.....	11	8	4	...	3	...	6	...	2	...	2	...	...	...	...	798	...	...	...	...	...	...
East Amwell.....	4	4	2	...	...	...	...	...	4	...	3	...	...	...	264	614	92	30	38	25	200	18
Franklin.....	11	5	2	...	...	...	...	...	4	...	1	...	...	...	267	424	70	17	44	...	158	...
Kingwood.....	11	9	3	...	4	...	5	...	4	...	4	...	...	...	500	545	125	176	150	60	45	...
Lambertville.....	1	2	...	...	...	...	...	2	...	...	2	...	...	...	740	...	350	150	110	730	132	3
Lambertville.....	1	2	...	...	...	...	...	...	...	...	2	...	...	...	967	928	155	160	317	304	200	5
Lebanon.....	13	14	...	...	...	...	6	...	7	...	5	...	...	...	1	900	942	300	68	82	...	...
Raritan.....	18	18	...	...	...	...	2	1	15	...	10	4	...	...	826	931	76	227	187	336	105	13
Readington.....	13	13	...	...	...	...	2	...	11	...	4	...	...	...	1	900	942	300	68	82	...	...
Tewksbury.....	13	13	...	...	...	...	2	...	10	...	2	6	...	...	600	750	100	200	150	150	150	10
Union.....	5	5	...	...	...	...	3	...	3	...	3	...	...	...	270	305	100	230	180	102	35	...
West Amwell.....	7	4	...	...	...	...	1	1	2	...	2	...	...	...	262	304	10	60	75	102	42	1
142	131	72	66	49	33	...	35	4	81	...	50	40	30	5	7463	9543	1733	1794	1446	2112	1411	63

COUNTIES AND TOWNSHIPS.

COUNTIES AND TOWNSHIPS.															
MORRIS. Population, 84,699.															
Number of free schools.	Number of free schools kept open for the year.	No. of private schools.	Number of pupils attending private schools.	Number of teachers in private schools.	Estimated amount paid for private schools.	Number of males employed in public schools.	Number of females employed in public schools.	Number of experienced teachers.	Number who have had no experience.	Number who have attended a Normal School.	Number of successful teachers.	Number of total failures.	Salaries of male teachers per month.	Salaries of female teachers per month.	Amount received by Town Superintendents
1	7	1	80	4	4000 00	1	6	1	1	1	5	..	30 00	25 00	..
1	1	3	60	3	600 00	4	6	5	12	1	5	..	50 00	25 00	55 00
..	..	2	40	2	800 00	10	8	8	12	1	9	..	50 00	25 00	..
..	..	..	..	..	..	1	1	..	..	..	..	..	27 00	11 00	..
..	..	2	60	5	1500 00	3	4	4	..	1	7	..	35 00	25 00	45 00
5	4	6	280	12	2500 00	6	4	8	2	3	10	..	35 00	25 00	..
5	6	3	..	..	..	9	9	9	6	4	12	2	42 00	25 00	50 00
4	7	3	265	5	1200 00	8	12	14	6	2	10	..	40 00	29 00	50 00
4	4	4	80	3	400 00	3	7	7	7	4	10	..	40 00	20 00	..
9	6	1	..	..	..	5	9	10	4	..	7	1	45 00	23 00	50 00
8	8	1	12	1	240 00	6	10	12	4	3	14	2	40 00	25 00	40 00
14	14	..	..	..	..	10	9	7	1	..	10	..	40 00	25 00	..
65	45	20	787	35	11240 00	57	93	94	34	21	95	5	38 00	24 00	320 00
WARREN. Population, 28,433.															
4	4	5	100	5	2000 00	1	3	4	..	..	4	..	70 00	35 00	..
..	..	1	30	..	200 00	3	5	5	4	..	2	50	25 00	10 00	..
6	2	1	30	1	450 00	2	4	6	..	1	6	..	25 00	25 00	30 00
..	..	..	..	..	..	5	5	6	4	..	4	2	40 00	20 00	10 0
8	4	..	..	..	..	4	5	5	..	2	..	..	40 00	35 00	..
..	..	2	40	2	..	2	2	3	..	2	..	..	58 00	25 00	10 00
..
8	2	..	..	..	..	2	3	6	1	..	2	..	35 00	25 00	30 00
..	..	..	..	..	..	4	3	..	..	..	..	..	30 00	16 00	..
..	..	..	..	..	..	6	3	8	1	..	9	..	37 00	30 00	..
..	3	9	400	12	2000 00	5	2	5	5	..	4	40	40 00	20 00	..
3	3	..	..	..	..	3	..	2	..	..	3	..	35 00	..	..
..	..	4	..	..	..	5	5	5	..	2	5	..	38 00	23 00	..
8	2	..	..	..	..	4	5	6	2	..	5	..	38 00	24 00	50 00
..	..	..	..	..	..	4	5	6	..	3	..	..	38 00	20 00	20 00
4	8	3	51	3	200 00	2	6	3	..	1	3	..	20 00	20 00	..
8	8	2	195	3	1157 50	2	6	8	..	..	8	..	58 00	27 00	..
..	..	..	..	..	..	3	2	..	..	..	..	..	15 00	10 00	..
53	25	23	846	27	5037 50	53	58	77	17	11	54	32	28 00	22 00	150 00

COUNTIES AND TOWNSHIPS.																
MORRIS. Population, 84,699.																
Number of free schools.	Number of free schools kept open for the year.	No. of private schools.	Number of pupils attending private schools.	Number of teachers in private schools.	Estimated amount paid for private schools.	Number of males employed in public schools.	Number of females employed in public schools.	Number of experienced teachers.	Number who have had no experience.	Number who have attended a Normal School.	Number of successful teachers.	Number of total failures.	Salaries of male teachers per month.	Salaries of female teachers per month.	Amount received by Town Superintendents	
1	7	1	80	4	4000 00	1	6	1	1	1	5	..	30 00	25 00	..	
1	1	3	60	3	600 00	4	6	5	12	1	5	..	50 00	25 00	55 00	
..	..	2	40	2	800 00	10	8	8	12	1	9	..	50 00	25 00	..	
..	..	..	..	..	..	1	1	..	..	..	..	..	27 00	11 00	..
..	..	2	60	6	1500 00	3	4	4	2	3	7	..	35 00	25 00	45 00	
3	4	6	280	12	2500 00	6	4	8	2	3	10	..	35 00	25 00	..	
5	6	3	99	9	..	9	9	9	6	4	3	2	35 00	25 00	..	
4	7	3	265	5	1200 00	8	12	14	6	2	10	2	42 00	25 00	50 00	
4	4	..	80	3	400 00	3	7	7	7	4	12	..	40 00	29 00	50 00	
9	6	1	12	..	..	5	9	10	4	..	10	1	40 00	20 00	..
8	8	1	12	1	240 00	6	10	12	4	3	14	2	45 00	23 00	50 00	
14	14	..	..	..	..	10	9	7	1	..	10	..	40 00	25 00	40 00
65	45	20	787	35	11240 00	57	93	94	34	21	95	5	38 00	24 00	320 00	
WARREN. Population, 28,433.																
4	4	5	100	5	2000 00	1	3	4	..	..	4	..	70 00	35 00	..
..	..	1	30	..	200 00	3	5	5	4	..	2	50	25 00	10 00	..	
6	2	1	30	1	450 00	2	4	6	..	1	6	..	25 00	25 00	30 00	
..	..	..	..	..	..	5	5	6	4	..	4	2	40 00	20 00	10 0
8	4	..	..	..	..	4	5	5	..	..	..	..	40 00	35 00	..
..	..	2	40	2	..	2	2	3	..	2	..	..	58 00	25 00	10 00
..	
8	2	..	..	..	..	2	3	6	1	..	2	..	35 00	25 00	30 00
..	..	..	..	..	..	2	3	3	..	..	..	..	30 00	16 00	..
..	..	..	..	..	..	6	3	8	1	..	9	..	37 00	30 00	..
..	..	9	400	12	2000 00	5	2	5	5	..	4	40	40 00	20 00	..	
3	3	..	..	..	..	3	2	3	..	..	3	..	35 00	..	..
..	..	..	..	..	..	5	5	5	..	2	5	..	38 00	24 00	..
8	2	..	..	..	..	4	5	6	2	..	5	..	38 00	23 00	..
..	..	..	..	..	..	4	5	6	..	3	..	..	38 00	24 00	50 00
4	4	3	51	3	200 00	2	2	3	3	1	3	..	30 00	20 00	20 00	
8	8	2	195	3	1157 50	2	6	8	..	..	8	..	58 00	27 00	..
..	..	..	..	..	..	3	2	..	..	..	..	..	15 00	10 00	..
53	25	23	846	27	5037 50	53	58	77	17	11	54	32	28 00	22 00	150 00	

COUNTIES AND TOWNSHIPS.

HUDSON.
Population, 65,923.

	Number of free schools.	Number of free schools kept open for the year.	Number of private schools.	Number of pupils attending private schools.	Number of teachers in private schools.	Estimated amount paid for private schools.	Number of males employed in public schools.	Number of females employed in public schools.	No. of experienced teachers.	Number who have had no experience.	Number who have attended a Normal School.	No. of successful teachers.	Number of total failures.	Salaries of male teachers per month.	Salaries of female teachers per month.	Amount received by Town Superintendents.
Bergen.....	11	11	3	80	4	9,000 00	3	14	15	...	13	14	...	104 00	88 00	200 00
Bayonne.....	5	5	3	68	2	25,000 00	1	2	2	1	2	5	...	71 00	20 00	200 00
Greenville.....	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...
Harrison.....	2	...	3	262	3	750 00	1	2	4	...	2	3	...	67 00	31 00	...
Hoboken.....	24	2	26	700	28	11,550 00	3	22	20	4	4	22	...	50 00	30 00	...
Hudson City.....	26	26	6	519	13	3,937 00	3	23	25	1	1	25	...	88 00	30 00	...
Jersey City.....	46	46	...	...	...	...	3	43	46	...	45	46	...	100 00	38 00	...
North Bergen.....	4	4	1	20	1	...	4	...	4	...	...	4	...	49 00	37 00	...
Union.....	...	...	1	50	31	12,000 00	5	2	4	...	1	7	...	66 00	23 00	75 00
Uniontown.....	3	2	1	...	...	...	2	2	4	...	2	1	...	65 00	40 00	50 00
Weehawken.....	1	1	1	...	...	...	0	0	1	...	...	1	...	...	40 00	5 00
West Hoboken.....	2	2	3	86	3	...	2	1	3	...	...	3	...	38 00	33 00	25 00
	124	99	45	1735	89	22,437 00	30	113	135	6	71	135	...	77 00	33 00	605 00
MONMOUTH. Population, 39,368.																
Atlantic.....	5	5	...	...	...	...	2	3	5	...	1	5	...	100 00	75 00	30 00
Freehold.....	10	8	4	240	12	20,000 00	4	6	4	...	2	10	...	45 00	25 00	30 00
Holmdel.....	...	...	...	...	...	...	1	4	4	1	1	3	...	45 00	25 00	30 00
Howell.....	7	...	1	26	1	450 00	5	4	7	1	2	6	...	38 00	26 00	45 00
Maclagan.....	...	...	...	...	...	...	3	4	...	...	...	...	...	40 00	30 00	...
Marlboro.....	3	...	1	30	1	200 00	3	...	5	2	1	7	...	40 00	30 00	20 00
Matavan.....	...	...	2	45	2	660 00	5	11	11	3	...	10	...	45 00	30 00	40 00
Middletown.....	15	...	...	...	...	...	2	13	12	3	1	14	...	40 00	30 00	50 00
Millsstone.....	11	...	...	...	...	...	5	9	10	4	1	4	...	42 00	23 00	40 00
Ocean.....	16	16	3	84	3	1680 00	4	12	16	...	...	15	1	40 00	22 00	50 00
Raritan.....	1	1	3	150	3	2,400 00	6	7	6	2	...	3	...	42 00	26 00	42 00
Shrewsbury.....	14	10	6	150	6	3,500 00	7	2	10	4	...	14	...	42 00	28 00	50 00
Upper Freehold.....	8	3	1	90	1	360 00	1	6	4	3	1	7	...	40 00	29 00	75 00
Wall.....	6	...	1	20	1	180 00	6	5	9	...	1	8	...	42 00	25 00	40 00
	96	43	22	835	30	29,160 00	51	92	109	25	41	106	1	50 00	31 00	513 00

COUNTIES AND TOWNSHIPS.

COUNTIES AND TOWNSHIPS.	SOMERSET. Population, 23,855.										UNION. Population, 27,756.									
	Number of free schools.	Number of free schools kept open for the year.	Number of private schools.	Number of pupils attending private schools.	Number of teachers in private schools	Estimated amount paid for private schools.	Number of males employed in public schools.	Number of females employed in public schools.	Number of experienced teachers.	Number who have had no experience	Number who have attended a Normal School.	Number of successful teachers.	Number of total failures.	Salaries of male teachers per month.	Salaries of female teachers per month.	Amount received by Town Superintendents.				
Bedminster	12	6	6	165	10	800 00	33	61	71	4	13	61	4	37 75	25 37	197 00				
Bernards	1								1			1		40 00						
Bridgeburg	3	3	2	50	6		1	22	19	5	2	5		100 00	38 00					
Franklin	1	1	1	15	1	400 00	4	9	6	2	1	5		28 00	25 00	31 00				
Hillsborough	1	1					6	11	10		1	4		33 00	25 00					
Montgomery	6	2	2	20	2	200 00	5	10	10		6	16		35 00	27 00	75 00				
Warren							5	7	5		3	9		25 00	20 00	45 00				
Clark														30 00	21 00	22 00				
Elizabeth	3																			
Linden	2	1	1	30	1		2	6	3	2	1	4		33 00	30 00					
New Providence	2	1					2	3	3		1	4		110 00	30 00					
Plainfield	16	10	5	150	5	2000 00	2	9	9		4	18		75 00	25 00					
Railway	18	18	3	350	2	5000 00	3	15	18		4	4		13 00	15 00	23 00				
Springfield			2	76	2	415 00	2	2	2	1	2	4		38 00	35 00					
Westfield			3	75	3	1200 00	3	2	5			4		42 00	33 00					
Union																				
Union	34	29	21	681	20	9615 00	18	59	62	10	14	42		68 25	23 87	54 00				

COUNTIES AND TOWNSHIPS.

	No. of free schools.	No. of free schools kept open for the year.	No. of pupils attending private schools.	No. of teachers in private schools.	Estimated amount paid for private schools.	No. of males employed in public schools.	No. of females employed in public schools.	Number of experienced teachers.	No. who have had no experience.	No. who have attended a Normal school.	Number of successful teachers.	No. of total failures.	Salaries of male teachers per month.	Salaries of female teachers per month.	Amount received by Town Superintendents.
MIDDLESEX. Population, 35,366.															
East Brunswick.....	9	2	.....	.....	.....	4	5	15	1	.....	1	1	40 00	20 00	80 00
Monroe.....	29	29	.....	15	.....	2	12	27	.....	15	27	.....	115 00	25 00	60 00
New Brunswick.....	6	1	.....	.....	.....	2	5	3	.....	1	3	.....	.....	29 00	60 00
North Brunswick.....	3	3	.....	5	.....	1	5	3	.....	1	3	.....	46 00	27 00	.....
Perth Amboy.....	3	3	.....	.....	.....	1	2	3	.....	1	3	.....	67 00	17 00	25 00
Piscataway.....	3	3	.....	.....	.....	1	12	12	.....	1	11	1	36 00	25 00	.....
South Amboy.....	1	1	15	1	.....	9	5	12	.....	1	12	.....	34 00	23 00	250 00
South Brunswick.....	2	2	.....	4	.....	13	5	12	.....	.....	.....	.....	50 00	20 00	.....
Woodbridge.....	5	5	15	6	1650 00	3	11	1	.....	3	10	.....	50 00	25 00	15 00
PASSAIC. Population, 29,021.															
Aquackanonk.....	52	44	90	31	1650 00	39	50	104	.....	28	91	2	49 77	21 22	430 00
Manchester.....	.....	.....	.....	.....	.....	6	3	7	.....	.....	.....	.....	50 00	40 00	.....
Paterson City.....	6	6	500	10	.....	1	30	30	.....	43	35	.....	30 00	25 00	.....
Pompton.....	3	4	.....	.....	.....	6	3	9	.....	2	9	.....	75 00	25 00	.....
Wayne.....	5	.....	.....	.....	.....	6	2	3	.....	1	3	.....	36 00	25 00	.....
West Milford.....	2	.....	.....	.....	.....	6	2	8	.....	1	8	.....	57 00	23 00	30 00
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	33 00	22 00	30 00
SALEM. Population, 22,484.															
Elsinborough.....	16	10	500	10	.....	25	53	60	5	46	62	1	46 66	27 00	60 00
Lower Alloways Creek.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Lower Penns Neck.....	5	5	300	1	300 00	2	6	7	.....	.....	2	.....	25 00	35 00	10 00
Mannington.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pilesgrove.....	.....	.....	500	3	500 00	7	6	5	.....	2	5	.....	23 00	28 00	15 00
Pittsgrove.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	23 00	26 00	.....
Salem.....	7	2	.....	.....	.....	10	8	10	1	1	10	.....	40 00	23 00	.....
Upper Alloways Creek.....	2	2	.....	.....	.....	3	3	4	3	2	4	.....	36 00	18 00	.....
Upper Penns Neck.....	4	.....	.....	.....	.....	8	5	7	.....	2	7	.....	50 00	50 00	.....
Upper Pittsgrove.....	9	3	650	1	650 00	3	3	.....	3	.....	3	.....	48 00	30 00	35 00
.....	.....	.....	.....	.....	.....	7	10	12	5	2	7	3	35 00	23 00	75 00
.....	27	10	1450	5	1450 00	49	54	50	13	9	44	3	39 11	31 44	145 00

COUNTIES AND
TOWNSHIPS.

MORRIS.

Population, 34,639.

No. of districts in town or city.	No. of public schools in town or city.	No. well ventilated.	No. without sufficient grounds.	Number having no out-houses.	No. unfit for use.	Number of log.	Number of stone.	Number of brick.	Number of frame.	Number built during the year.	Number of schools kept open four quarters.	Number of schools kept open only three quarters.	Number of schools kept open only two quarters.	Number of schools kept open only one quarter.	Whole number of pupils attending a whole or part of the year.	Number of children between the ages of 5 and 18 years.	Number of children attending only three quarters in a year.	Number of children attending only two quarters in a year.	Number of children attending only one quarter in a year.	Number who do not attend school.	Number of colored children who have attended school.
Chester.....	1	1	2	...	3	4	4	1	1	4	1	4	2	1	300	485	...	80	100	150	3
Chatham.....	8	10	8	4	4	4	4	1	1	...	...	...	...	1	636	938	100	150	175	200	20
Hanover.....	15	12	7	12	4	11	11	9	9	3	...	...	...	...	800	1083	123	165	270	200	9
Jefferson.....	11	11	...	...	1	10	10	1	...	6	5	6	5	...	375	630	150	150	...	205	...
Mendham.....	7	5	5	...	2	1	3	1	3	2	...	...	...	...	250	477	130	100	75	200	3
Morris.....	9	12	...	8	4	2	10	8	8	3	...	...	...	...	...	1188	...	...	...	...	40
Pascale.....	8	10	4	3	2	2	8	4	4	6	...	...	...	...	380	552	50	107	110	113	10
Pequanock.....	19	13	5	3	7	3	1	12	2	4	2	4	2	...	1100	1857	204	378	343	176	7
Randolph.....	9	10	7	...	...	9	9	1	2	7	1	7	1	...	300	1040	300	200	250	140	25
Rockaway.....	14	14	...	...	1	13	13	4	4	9	2	4	2	...	1244	1549	189	362	379	225	1
Roxbury.....	16	16	8	10	8	6	8	8	8	4	4	4	4	...	583	1059	25	79	135	456	4
Washington.....	14	14	7	10	10	4	10	...	3	7	4	4	4	...	560	925	200	210	120	365	20
WABURN	137	134	47	54	33	14	...	20	10	102	5	56	55	20	7128	11738	2077	1845	1907	2905	142

WARREN.

Population, 28,433.

No. of districts in town or city.	No. of public schools in town or city.	No. well ventilated.	No. without sufficient grounds.	Number having no out-houses.	No. unfit for use.	Number of log.	Number of stone.	Number of brick.	Number of frame.	Number built during the year.	Number of schools kept open four quarters.	Number of schools kept open only three quarters.	Number of schools kept open only two quarters.	Number of schools kept open only one quarter.	Whole number of pupils attending a whole or part of the year.	Number of children between the ages of 5 and 18 years.	Number of children attending only three quarters in a year.	Number of children attending only two quarters in a year.	Number of children attending only one quarter in a year.	Number who do not attend school.	Number of colored children who have attended school.
2	4	4	...	6	...	...	3	1	2	...	4	3	2	...	485	225	50	35	...	...	5
8	8	...	...	...	1	1	3	1	4	...	3	3	1	...	450	494	212	117	139	44	5
6	6	...	1	1	1	1	3	2	1	...	2	3	2	...	220	494	110	116	40	174	...
11	10	6	3	4	2	2	4	3	6	...	3	4	3	...	350	383	15	120	50	...	...
12	8	...	3	2	3	5	3	3	...	...	5	3	...	1	658	854	15	75	50	33	...
6	6	2	2	...	...	...	2	...	2	...	2	...	...	...	420	200	25	30	40	196	2
8	8	...	...	...	6	...	...	...	...	...	2	...	...	2	190	252	...	...	...	...	3
8	8	2	4	5	...	2	2	...	6	...	3	2	2	...	350	514	400	200	...	...	1
11	11	2	...	...	...	...	...	...	...	...	...	...	...	...	250	620	50	200	200	...	5
9	9	9	9	9	1	...	3	6	...	...	3	2	3	1	...	604	...	...	...	...	...
9	9	9	...	...	...	...	2	...	6	...	3	3	3	...	400	500	150	110	100	...	...
3	3	3	...	...	...	...	3	1	7	...	3	3	...	...	320	341	250	250	158	21	...
12	...	7	...	3	...	...	4	1	1	...	3	8	...	...	400	658	25	271	...	...	...
8	8	4	2	3	3	1	4	4	4	...	1	6	2	...	550	700	250	400	300	100	4
8	8	4	2	1	3	5	3	1	5	...	...	...	...	...	270	959	120	45	170	553	...
5	5	8	3	1	1	2	1	2	1	1	...	4	...	...	732	1000	399	492	559	358	...
2	2	...	...	5	...	...	...	...	4	...	...	...	3	3	...	148	...	...	...	...	...
110	111	56	22	30	15	...	31	13	49	1	37	39	19	10	5309	9637	2562	1824	1637	1579	24

COUNTIES AND TOWNSHIP.

COUNTIES AND TOWNSHIPS.																
GLOUCESTER. POPULATION, 18,488.																
Clayton.....	7	4	1	25	1	.....	5	5	12	3	1	8	.....	70 00	23 00	25 00
Dartford.....	10	5	4	269	4	2100 00	12	12	6	1	1	9	.....	40 00	30 00	.....
Franklin.....	13	.....	.....	.....	.....	.....	4	6	10	.....	1	10	.....	50 00	30 00	.....
Greenwich.....	.....	.....	.....	.....	.....	.....	3	12	.....	.....	.....	.....	.....	50 00	30 00	25 00
Harrison.....	.....	.....	.....	.....	.....	.....	5	4	1	2	1	1	.....	42 00	20 00	.....
Mantua.....	4	.....	1	24	1	.....	3	3	4	4	1	1	.....	40 00	25 00	20 00
Woolwich.....	.....	.....	1	34	2	150 00	10	14	5	4	.....	8	4	35 00	25 00	50 00
MERCER. POPULATION, 37,418.																
East Windsor.....	30	9	1	292	8	2850 00	57	57	42	10	3	42	4	44 00	27 00	120 00
Ewing.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hamilton.....	1	1	.....	.....	.....	.....	2	4	3	2	.....	1	.....	30 00	24 00	50 00
Hopewell.....	.....	.....	3	.....	.....	.....	1	5	.....	.....	8	10	.....	42 00	25 00	35 00
Lawrence.....	9	.....	.....	150	1	25000 00	6	8	.....	.....	.....	.....	.....	50 00	25 00	.....
Princeton.....	11	11	10	275	24	26000 00	22	33	10	1	6	11	.....	70 00	31 00	25 00
Trenton.....	27	27	.....	.....	.....	.....	5	22	27	.....	.....	.....	.....	67 00	28 00	250 00
Washington.....	.....	.....	.....	.....	.....	.....	5	3	4	1	2	5	.....	35 00	25 00	.....
West Windsor.....	9	5	3	.....	.....	.....	2	4	5	2	2	.....	.....	45 00	25 00	15 00
OCEAN. POPULATION, 11,500.																
Brick.....	59	44	18	425	31	51000 00	27	69	57	13	20	36	.....	49 00	29 00	345 00
Dover.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Jackson.....	10	.....	.....	.....	.....	.....	3	6	5	4	.....	9	1	49 6	25 00	25 00
Manchester.....	.....	.....	.....	.....	.....	.....	4	5	5	4	2	.....	.....	50 00	20 00	30 00
Plainsboro.....	1	1	.....	.....	.....	.....	3	6	1	2	1	3	.....	34 00	20 00	.....
Pumstead.....	6	1	2	150	5	80 00	3	3	2	4	.....	2	.....	66 00	20 00	.....
Stafford.....	.....	.....	.....	.....	.....	.....	3	3	1	2	.....	2	.....	30 00	25 00	30 00
Union.....	.....	.....	.....	40	1	700 00	2	2	3	.....	4	4	.....	50 00	50 00	14 00
.....	.....	.....	.....	.....	.....	.....	3	2	3	.....	.....	5	.....	50 00	30 00	.....
.....	17	2	2	190	4	780 00	23	25	27	14	1	23	2	47 00	24 00	69 00

COUNTIES AND
TOWNSHIPS.

	Number of districts in town or city.	Number of public schools in town or city.	Number well ventilated.	Number without sufficient grounds.	Number having no out-houses.	Number unfit for use.	Number of log.	Number of stone.	Number of brick.	Number of frame.	No. built during the year.	No. of schools kept open four quarters.	No. of schools kept open only three quarters.	No. of schools kept open only two quarters.	No. of schools kept open only one quarter.	Whole number of pupils attending a whole or part of the year.	Number of children between the ages of 5 and 18 years.	Number of children attending four quarters or one year.	Number of children attending only two quarters in a year.	Number of children attending only one quarter in a year.	Number who do not attend school.	Number of colored children who have attended school.	
GLOUCESTER.																							
Population, 18,488.																							
Clayton.....	3	10	.....	.....	3	2	.....	.....	.....	5	.....	.....	1	1	1	760	1046	50	130	215	365	286	.....
Deplord.....	8	19	.....	1	.....	.....	.....	1	.....	6	.....	.....	3	1	1	955	1214	98	78	227	555	37	65
Franklin.....	13	12	.....	5	6	2	.....	.....	.....	10	1	.....	5	4	4	563	803	.....	365	253	203	72	15
Greenwich.....	5	5	3	.....	.....	.....	.....	1	3	1	.....	4	1	.....	.....	600	699	100	125	200	99	20	20
Harrison.....	10	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	408	800	58	198	204	216	.....	5
Mantua.....	6	6	3	.....	.....	1	.....	.....	1	3	2	.....	3	1	.....	780	804	26	106	145	130	90	1
Woolwich.....	15	15	6	10	5	9	.....	2	13	.....	.....	.....	10	3	2	832	1065	.....	415	110	300	233	50
	62	69	9	17	16	14	.....	4	4	40	1	13	23	10	8	4901	6181	332	1417	1329	1969	817	156
MERCER.																							
Population, 37,418.																							
East Windsor.....	3	4	3	4	.....	.....	.....	.....	.....	4	1	2	2	.....	.....	3	528	200	200	60	40	198	2
Ewing.....	1	7	5	.....	.....	1	.....	1	1	5	.....	6	.....	1	.....	417	471	53	53	107	116	54	14
Hamilton.....	12	6	6	.....	.....	.....	.....	.....	.....	9	.....	10	.....	.....	.....	.....	1396	.....	.....	.....	.....	.....	.....
Hopewell.....	13	.....	7	9	.....	5	.....	4	1	8	.....	9	.....	.....	.....	.....	1265	52	83	196	253	.....	.....
Laverne.....	9	.....	.....	.....	.....	.....	.....	.....	1	8	.....	.....	.....	.....	.....	.....	634	.....	.....	.....	.....	.....	.....
Princeton.....	5	11	25	.....	.....	3	.....	2	1	3	.....	10	1	.....	.....	475	1041	.....	.....	.....	.....	.....	.....
Trenton.....	1	27	21	2	.....	2	.....	5	5	1	.....	27	.....	.....	.....	1500	426	1500	258	176	30	16	40
Washington.....	1	5	3	1	1	.....	.....	.....	.....	5	.....	5	5	.....	.....	461	640	9	24	86	171	.....	16
West Windsor.....	1	3	.....	4	.....	1	.....	.....	.....	1	.....	5	4	.....	.....	3579	5622	1874	618	625	610	608	142
	71	57	60	20	1	12	.....	7	10	50	1	78	12	1	.....	3579	5622	1874	618	625	610	608	142
OCEAN.																							
Population, 11,200.																							
Brick.....	9	10	10	.....	1	2	.....	.....	1	8	1	.....	3	4	2	423	686	.....	179	124	98	263	.....
Dover.....	11	9	9	.....	.....	.....	.....	.....	.....	9	.....	2	2	4	1	.....	809	100	80	60	20	400	.....
Jackson.....	9	9	9	9	6	2	2	2	.....	1	.....	.....	.....	8	1	325	730	.....	300	95	405	.....	.....
Manchester.....	3	4	3	2	1	.....	.....	.....	.....	3	.....	.....	.....	.....	.....	245	256	160	.....	76	.....	.....	.....
Plainsboro.....	5	5	4	2	.....	1	.....	.....	.....	4	.....	1	2	2	2	450	637	30	100	250	400	200	10
Stafford.....	4	4	4	.....	.....	.....	.....	.....	.....	4	.....	.....	2	2	.....	410	503	.....	150	210	50	93	.....
Union.....	6	1	1	.....	.....	.....	.....	.....	.....	6	.....	.....	4	.....	3	.....	626	.....	.....	.....	.....	.....	.....
	47	48	46	13	14	5	2	.....	1	41	1	5	13	20	8	1873	4267	280	589	914	669	1351	10

COUNTIES AND TOWNSHIPS.	No. of districts in town or city.	No. of public schools in town or city.	No. well ventilated.	No. without sufficient grounds.	No. having no out-houses.	Number unfit for use.	Number of log.	Number of stone.	Number of brick.	Number of frame.	Number built during the year.	No. of schools kept open four quarters.	No. of schools kept open only three quarters.	No. of schools kept open only two quarters.	No. of schools kept open only one quarter.	Whole number of pupils attending a whole or part of the year.	Number of children between the ages of 5 and 15 years.	Number of children attending four quarters or one year.	Number of children attending only 3 quarters in a year.	Number of children attending only two quarters in a year.	Number of children attending only one quarter in a year.	Number who do not attend school.	Number of cold children who have attended school.
ATLANTIC																							
Population, 11,576.																							
Atlantic City.....	1	3	3	...	...	...	...	...	...	9	...	3	...	...	...	210	250	176	178	181	183	40	2
Egg Harbor.....	10	10	...	...	...	...	...	...	...	4	2	1	6	...	...	314	1119	314	500	...	...	...	...
Egg Harbor City.....	3	4	4	3	3	...	...	...	...	4	4	4	...	...	...	1000	1006	209	100	700	...	6	1
Galloway.....	12	10	5	3	10	1	...	...	...	10	2	2	...	...	...	...	404	...	...	...	...	...	...
Hammon.....	1	4	...	4	...	...	...	...	...	4	2	...	3	...	...	...	708	...	...	...	...	...	...
Hamilton.....	13	6	...	...	3	2	...	...	...	4	1	1	5	...	4	...	337	...	...	...	...	...	...
Mullica.....	4	4	...	...	...	6	...	...	...	4	1	...	...	...	2	356	391	...	135	130	110	26	1
Weymouth.....	6	6	...	...	...	6	...	...	...	5	...	...	...	...	...	...	...	...	...	...	...	...	...
BURLINGTON.																							
Population, 49,588.																							
Beverly.....	4	4	...	...	...	...	...	...	...	3	...	...	2	...	...	321	687	...	72	65	184	...	...
Bordentown.....	3	14	12	2	...	2	...	...	...	3	...	...	...	...	...	1144	1814	131	195	...	...	...	...
Burlington.....	6	6	5	...	...	...	...	...	...	3	...	...	...	...	...	1200	1768	447	331	333	312	...	...
Bass River.....	6	5	5	...	2	...	...	...	...	5	1	...	...	...	...	1	300	500	100	30	50	...	...
Cinnaminson.....	7	8	4	...	...	...	...	...	...	5	...	1	3	...	...	...	642	663	360	248	175	21	...
Chester.....	8	8	2	1	...	...	...	...	...	5	...	6	5	...	...	...	471	486	...	...	...	...	...
Chesterfield.....	4	6	6	...	...	...	...	...	...	5	...	...	...	...	...	429	900	120	100	60	140	...	...
Evesham.....	11	13	4	3	3	3	...	...	...	11	1	4	3	...	...	...	...	...	...	...	...	...	...
Little Egg Harbor.....	7	6	...	6	...	...	...	...	...	6	...	2	2	...	...	300	559	...	60	20	290	240	...
Lumberton.....	6	6	6	6	...	...	...	...	...	6	...	...	6	...	...	600	629	...	50	350	250	29	...
Mansfield.....	9	9	5	...	...	4	...	...	...	9	...	9	...	...	...	...	876	...	...	...	...	...	...
Medford.....	5	9	9	...	...	...	...	...	...	10	...	...	...	...	...	...	547	...	...	...	...	...	...
New Hanover.....	6	6	6	3	...	2	...	...	...	6	...	...	...	...	...	...	869	89	135	196	399	50	...
Northampton.....	1	10	10	...	...	...	...	...	...	1	...	4	2	...	...	...	819	...	...	...	...	...	...
Pemberton.....	9	9	9	...	...	...	...	...	...	1	9	9	...	...	...	644	1021	...	...	...	...	...	...
Stamont.....	5	5	4	...	...	...	...	...	...	5	2	2	...	...	...	600	821	100	300	150	200	...	...
Springfield.....	5	5	4	...	...	...	...	...	...	5	2	2	...	...	...	376	406	...	...	...	...	...	...
Southampton.....	1	7	7	...	...	...	...	...	...	6	7	...	3	...	...	579	630	215	120	116	188	...	...
Southampton.....	7	7	1	...	...	...	...	...	...	1	...	...	...	...	...	...	800	815	424	221	194	...	...
Washington.....	7	7	...	...	...	...	...	...	...	6	4	2	1	...	...	...	505	50	...	...	...	...	...
Washington.....	8	6	6	...	...	2	...	...	...	4	...	...	...	...	...	300	505	...	...	...	...	...	...
Willingboro.....	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	350	419	65	50	100	100	...	...
Woodland.....	3	3	...	...	...	...	...	...	...	3	...	...	...	...	...	...	93	...	...	...	...	...	...
	130	158	102	15	5	15	1	2	30	111	2	70	36	26	17	10370	15497	1701	2569	2491	3054	993	1151

COUNTIES AND TOWNSHIPS.

	No. of free schools.	No. of free schools kept open for the year.	No. of private schools.	No. of pupils attending private schools.	No. of teachers in private schools.	Estimated amount paid for private schools.	No. of males employed in public schools.	No. of females employed in public schools.	No. of experienced teachers.	No. who have had no experience.	No. who have attended a Normal School.	Number of successful teachers.	No. of total failures.	Salaries of male teachers per month.	Salaries of female teachers per month.	Amount received by Town Superintendent.
ATLANTIC.																
PopULATION, 11,786.																
Atlantic City.....	3	5	1	.....	1	.....	1	2	3	.....	.....	3	.....	100	61	.....
Egg Harbor.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	41	23	.....
Egg Harbor City.....	4	1	2	.....	2	.....	4	1	2	.....	.....	4	.....	45	45	.....
Galloway.....	10	4	2	86	2	.....	5	1	10	.....	.....	4	.....	45	25	.....
Hammononton.....	4	.....	3	60	3	.....	3	4	2	.....	.....	4	.....	50	35	.....
Hamilton.....	.....	.....	.....	.....	.....	.....	2	4	5	.....	.....	6	.....	50	30	.....
Maulica.....	6	.....	.....	.....	.....	.....	3	8	1	.....	.....	.....	.....	45	30	15
Weymouth.....	27	10	8	140	8	.....	3	27	38	8	11	17	.....	52	34 85	15
BURLINGTON.																
PopULATION, 49,858.																
Beverly.....	4	.....	2	100	5	22,500 00	.....	5	.....	.....	.....	3	.....	.....	33	.....
Bordentown.....	14	13	6	145	7	.....	2	12	.....	5	2	14	.....	72	25	50
Burlington.....	5	5	.....	.....	.....	.....	1	14	.....	.....	.....	.....	.....	90	25	.....
Bass River.....	5	2	.....	.....	.....	.....	.....	5	.....	.....	.....	5	.....	.....	21	20
Cinnaminson.....	2	.....	1	30	1	150 00	.....	4	5	3	1	5	.....	34	25	.....
Chester.....	.....	.....	4	94	7	3,500 00	6	7	6	4	.....	10	3	54	.....	.....
Chesterfield.....	6	6	.....	.....	.....	.....	4	6	.....	.....	.....	3	.....	40	25	.....
Evesham.....	1	1	3	90	3	400 00	4	3	8	.....	3	11	.....	40	25	25
Little Egg Harbor.....	5	.....	3	50	3	1,200 00	4	6	9	1	.....	4	.....	40	30	.....
Lamberton.....	.....	.....	1	5	1	350 00	2	4	4	2	.....	4	.....	45	30	30
Lansfield.....	6	9	3	.....	3	.....	2	6	.....	3	.....	4	.....	.....	25	.....
Mansfield.....	4	.....	.....	.....	.....	.....	2	4	.....	.....	.....	.....	.....	.....	.....	.....
Medford.....	.....	.....	.....	.....	.....	.....	2	1	.....	.....	.....	6	.....	100	65	25
New Hanover.....	6	4	.....	.....	.....	.....	4	2	6	.....	.....	9	.....	30	17	50
Northampton.....	.....	.....	6	140	8	.....	1	8	.....	.....	1	.....	.....	40	20	.....
Pemberton.....	9	2	2	150	3	.....	3	5	6	.....	2	.....	.....	40	20	.....
Shamong.....	5	.....	.....	.....	.....	.....	4	1	.....	3	.....	4	1	31	15	20
Springfield.....	.....	.....	.....	.....	.....	.....	4	3	7	.....	1	7	.....	30	20	25
Southampton.....	7	2	1	12	1	400 00	5	7	.....	.....	.....	.....	.....	27	16	.....
Washington.....	.....	.....	.....	.....	.....	.....	4	3	.....	.....	.....	.....	.....	30	27	25
Westampton.....	.....	.....	2	84	2	593 00	8	6	8	.....	2	8	.....	25	22	15
Willingboro.....	.....	.....	.....	.....	.....	.....	1	2	.....	3	.....	.....	.....	.....	.....	.....
Woodland.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	82	44	34	900	44	9,093 00	61	122	114	24	13	100	4	40 85	26 77	355

Summary of the preceding Abstracts, exhibiting the results for the several Counties of the State, for the year 1866.

COUNTIES.	Number of districts.	Number of public schools.	Number well ventilated.	Number without sufficient grounds.	Number having no out-houses.	Number built for use.	Number of log.	Number of stone.	Number of brick.	Number of frame.	Number built during the year.	Number of schools kept open four quarters.	Number of schools kept open only three quarters.	Number of schools kept open only two quarters.	Number of schools kept open only one quarter.	Whole number of pupils attending a whole or part of the year.	Number of children between the ages of five and eighteen years.	Number of children attending four quarters or one year.	Number of children attending only three quarters in a year.	Number of children attending only two quarters in a year.	Number of children attending only one quarter in a year.	Number who do not attend school.	Number of colored children who have attended school.
Atlantic.....	50	47	12	10	16	9	1	1	1	42	6	13	23	12	6	1880	518	690	1003	1041	233	72	4
Burlington.....	130	168	402	15	5	15	1	1	2	30	2	70	36	26	17	10370	15497	1791	2569	2451	2064	993	1151
Bergen.....	64	55	36	22	11	6	1	1	3	6	47	25	22	7	3	4245	6883	929	1019	1187	1408	137	1408
Canden.....	52	89	75	8	3	1	1	1	3	9	36	58	18	16	8	6929	11921	2609	1624	1566	1314	3077	409
Cape May.....	26	28	10	2	3	10	.....	.....	.....	27	.....	7	22	.....	.....	1247	2395	.....	523	1274	1040	355	60
Cumberland.....	68	105	62	6	2	4	.....	.....	.....	85	4	30	37	19	10	7263	8718	1868	2946	1412	1489	903	391
Essex.....	62	69	9	17	16	14	.....	.....	.....	79	64	129	11	4	.....	16235	27608	4271	2069	3132	4044	5205	264
Gloucester.....	27	133	72	26	.....	3	.....	.....	.....	4	40	13	23	10	8	4901	6181	332	1417	1329	1369	817	156
Hudson.....	118	121	12	66	49	33	.....	.....	.....	13	2	50	40	30	5	14627	17107	4650	2743	2773	3292	6756	110
Hunterdon.....	71	57	60	20	1	12	.....	.....	.....	4	81	78	12	21	.....	7466	9543	1733	1794	1446	2112	1411	68
Mercer.....	89	119	63	15	5	10	.....	.....	.....	10	50	1	12	20	.....	3579	5622	1874	618	625	610	608	142
Middlesex.....	119	131	28	33	33	30	.....	.....	.....	7	87	62	40	21	2	7013	10897	1874	2380	1510	909	2054	139
Monmouth.....	137	134	47	54	33	14	.....	.....	.....	4	112	52	44	22	2	9071	13747	2123	2106	2178	1802	3349	337
Morris.....	47	48	46	13	14	5	.....	.....	.....	10	102	5	55	20	2	7198	11738	1061	2017	1845	1907	2905	142
Ocean.....	35	44	22	4	12	2	.....	.....	.....	1	41	1	13	20	8	1873	4967	290	589	944	669	1361	10
Passaic.....	80	58	15	7	6	24	.....	.....	.....	4	37	1	9	1	.....	5981	6821	3269	698	377	447	3198	68
Salmon.....	88	59	10	13	6	.....	.....	.....	.....	5	50	1	22	14	10	5631	5963	1790	2143	1917	1500	244	185
Somerset.....	143	139	36	21	43	17	.....	.....	.....	71	3	35	35	34	5	4847	6886	1053	2172	1232	846	1634	166
Sussex.....	26	52	31	.....	.....	.....	.....	.....	.....	70	12	.....	.....	.....	.....	4326	9084	1493	1784	2182	802	1186	62
Union.....	116	111	56	22	56	15	.....	.....	.....	4	18	2	5	5	1	4691	5459	1351	1057	1035	1113	552	100
Warren.....	27	48	46	1	36	.....	.....	.....	.....	13	1	36	23	19	16	5999	9957	1752	1824	1824	1637	1579	24
Total.....	1640	1954	1056	410	310	214	7	141	292	1238	47	997	529	319	103	124565	209768	36733	33270	33278	32407	39697	4163

Summary of the preceding Abstracts, exhibiting the results for the several counties of the State, for the year 1866.

COUNTIES.	Number of free schools.	Number of free schools kept open for the year.	Number of private schools.	Number of pupils attending private schools.	Number of teachers in private schools.	Estimated amount paid for private schools.	Number of males employed in public schools.	Number of females employed in public schools.	Number of experienced teachers.	Number who have had no experience.	Number who have attended a Normal School.	Number of successful teachers.	Number of total failures.	Salaries of male teachers per month.	Salaries of female teachers per month.
Atlantic.....	27	10	8	140	8	.....	28	27	38	8	11	17	.....	52	34 85
Burlington.....	82	44	34	200	44	9,093 00	61	122	114	24	13	100	4	43 85	23 77
Bergen.....	7	6	8	277	18	1,605 00	37	38	58	11	11	69	1	48 32	32 00
Canden.....	62	50	18	826	26	13,840 00	26	72	64	30	13	76	3	49 98	00
Cape May.....	27	.....	5	170	5	1,753 00	20	12	21	4	4	13	.....	51 34	00
Cumberland.....	50	25	19	300	19	2,900 00	55	84	95	14	18	66	.....	42 24	00
Essex.....	150	153	63	2310	83	36,700 00	46	162	161	29	122	167	12	51 06	28 00
Gloucester.....	30	9	7	292	8	2,890 00	37	67	42	10	3	42	4	44 00	27 00
Hudson.....	124	99	45	1735	85	22,437 00	30	113	135	6	71	135	.....	77 00	33 00
Hunterdon.....	4	5	15	341	17	3,080 00	63	86	100	40	13	94	16	40 00	24 00
Mercer.....	50	44	18	425	31	51,000 00	27	69	57	13	20	36	.....	49 00	29 00
Middlesex.....	52	44	22	90	31	1,650 00	39	80	104	12	28	91	2	49 77	21 22
Monmouth.....	96	43	23	825	30	29,460 00	54	92	100	25	11	106	1	30 00	34 00
Morris.....	65	48	20	787	35	11,240 00	57	93	94	34	21	95	5	38 00	24 00
Ocean.....	17	2	9	190	6	780 00	23	25	27	14	7	38	2	47 00	24 00
Passaic.....	16	10	7	500	10	.....	25	55	60	6	46	62	1	46 60	27 00
Salem.....	27	10	5	1450	5	1,450 00	40	54	50	13	9	44	3	39 11	31 44
Somerset.....	12	6	6	105	40	800 00	53	61	71	4	13	61	4	37 75	25 37
Sussex.....	20	4	10	380	14	4,700 00	50	68	64	14	11	22	11	32 00	18 00
Union.....	34	20	21	681	20	9,615 00	18	59	62	10	14	42	.....	48 25	23 87
Warren.....	53	25	23	846	27	5,037 50	58	58	77	17	11	54	32	58 00	22 00
Total.....	914	666	359	13681	532	200,989 50	827	1474	1603	337	470	1420	101	44 61	21 51

REPORTS
OF
TOWN SUPERINTENDENTS.

RERORTS OF TOWN SUPERINTENDENTS.

ATLANTIC COUNTY.

ATLANTIC CITY, Oct. 31st, 1866.

In reply to your queries numbers 1, 2, and 3. I think first that the school law should be changed so as to permit each township to have its own Board of Examinters, as it is very inconvenient for the teachers of some townships to get before the county board, ours are compelled to travel about sixty miles, and occupy two days at least.

No. 2. I think a good degree of interest can be secured on the part of the parents in regard to the education of their children, by public quarterly or semi-annually examinations of the schools by the teachers.

No. 3. The services of active and efficient teachers, in my opinion, can best be secured through the Normal School, especially if that Institution is conducted in accordance with the designs of the originators. I believe that persons are too willing as a common rule, to recommend teachers merely because they are friends and wish to secure them a position. Though I am pleased to be able to say that in securing our present teachers, we have been very fortunate, for our school to-day is in a very prosperous condition and highly satisfactory to all with the only exception, in consequence of the rapid increase of our schoolable population, crowding our rooms to excess: at my last visit I found in one department eighty-two pupils, while the other two departments were as full as they should be. This, however, is about to be remedied. Our trustees are now making arrangements to complete a larger room in our new and splendid building, which when done will be occupied by another teacher; we will then challenge all Atlantic county to compare with us in building, teachers and a well disciplined school.

Yours truly,

E. S. REED,
Superintendent.

P. S. In regard to my salary as Superintendent, I have never accepted any salary during the time I have held this office, which has been six years, though I could have had what the law allows.

E. S. R.

GALLOWAY.

Agreeable to law, I have the honor to transmit to you the usual report on the condition of the public schools. In Galloway township, we have one thousand and six children entitled to public instruction. We have twelve districts, so that all may be as convenient to school as is possible. We have ten district school houses, five well ventilated, all of them with seats and desks. We appropriated by taxation one thousand and six dollars, received from the State two hundred and ninety-seven dollars, and from other sources four hundred dollars, and for building purposes six hundred dollars. The county made a good selection of examiners for the present year. The majority of teachers are from the eastern states. No public moneys are paid unless the teachers have license and keep registers. I receive for my services as Superintendent, fifteen dollars a year.

GIDEON CONOVER,
Town Superintendent.

HAMMONTON.

I herewith enclose the statistical report for the town of Hammon-ton, Atlantic county. It is necessarily incomplete as this town was incorporated last March.

By the act of incorporation, the town is made one district. The plan of the citizens is to have as many primary schools in various parts of the town as may be necessary to accommodate all, and to have one central high school, where all the branches of a practical education shall be taught. To carry out this plan, the new house will be put up this year, and the high school building will probably be built next year. It is also probable that the town will furnish to each house all necessary books for those attending. Such an arrangement would be as economical as beneficial. There is here both the disposition and determination to raise whatever money may be needed to support an efficient system of schools.

D. B. SNOW.
Town Superintendent.

MULLICA TOWNSHIP.

The foregoing report of the financial aspect of the schools seems to be all that is demanded at this time so near the report sent in November.

The schools were all in operation last week. At Pleasant Mills, the term closed last Tuesday to commence for the winter in a short time.

This district (Elwood) has been divided, making a district, No. 5, next to Egg Harbor city, about three miles square.

For visiting schools and canvassing the district to decide the question of a division, there is due me the amount of seven dollars.

Respectfully yours,

E. WHITTLESEY,
Town Superintendent.

BURLINGTON COUNTY.

BURLINGTON.

Pardon my seeming negligence in not having forwarded the enclosed report sooner, as I have been unable to do so, being at present in bed with a broken leg and bruises, resulting from accident to myself, happening before I had completed my statistics, which I am sorry to say you will find incomplete. Hoping, however, that you will be kind enough to receive it as it stands, I remain

Your obedient servant,

H. MOFFETT,
Town Superintendent.

P. S.—Amount received for services, twenty dollars.

SPRINGFIELD.

E. A. Apgar, State Superintendent of public instruction, respected friend, I have endeavored to fill up the annual statistical, in the best way I could from the reports of the several schools. I was not able to do it at the time appointed, having so short a time to do it on receiving the notice. I did not get answers from all the schools until a week after the time fixed to have them on the file. If I have anything again to do I hope I shall have time to do it according to order.

DANIEL S. ZELLEY,
Town Superintendent.

WOODLAND.

SIR:—I have the honor to state that this township was set off of the townships of Pemberton, Southampton, Shamong and Washington this past year, a very large township in territory but very thinly settled with only three school districts in the township at present.

I have been trying to have another district set off and have a school this winter, but am afraid I shall not succeed.

Enclosed you will find a report, as far as the same is known to me, as I have only been appointed a few weeks.

Very respectfully,

MORRIS A. OVIATT,
Town Superintendent.

NEW HANOVER.

Enclosed you may find my report for the year ending 1866. I have no remarks to make further than referring you to my report for the year ending 1864, and published in the pamphlets for 1865, a repetition here would be useless. Our County Freeholders have thus far neglected their duty, in not appointing the very necessary examiners. The task of examining teachers falls upon the Town Superintendents, and is generally much neglected. I feel sorry that I cannot truthfully say, that I can see much interest taken by the public in the cause of education. The community appears to slumber upon this important subject. The people send their children to school and conclude they have done their whole duty. They seldom, if ever, catechise or examine them in respect to their studies, but seem more ready to listen to the groundless complaints of their teacher, &c.; thus the cause drags onward, the teachers are left to murder time, that they may get their pay, and the schools to take care of themselves, without the care of either trustees or employers. If the trustees were to regularly visit the schools, exchange sentiments with the teachers, and examine the scholars, much good would result therefrom, and if the employers would form themselves into a committee and occasionally visit the schools in which their children are being taught, thus showing that they felt an interest in the future welfare of the rising generation, the teachers would take heart, and the pupils feel encouraged. We have in this township eight hundred and sixty-nine children registered, have five whole school districts, and two parts; we raised by tax for school purposes the present year \$1200, and have received from the State fund \$324.29, and from the Superintendent \$321.17, making the whole amount appropriated to the schools \$1,845.46, this includes the teachers' salaries, incidental expenses, &c.

FRANKLIN B. HAINES,
Town Superintendent.

EVESHAM.

It is difficult to render an exact statistical report of the schools in Evesham township, owing to so few registers being kept in the schools. The teachers generally are qualified. The low price of tuition, however, causes frequent changes in the teachers, which is seriously detrimental to the progress of the pupils. Our township last spring

resolved to raise eight hundred dollars for school purposes, which seems to awaken an increased interest. Previous to the repeal of the twelfth section of the school law, the trustees of denominational schools were disposed not to co-operate with the town Superintendent, since that, they have elected their trustees according to law, and a much better feeling exists. It is difficult to say how many do not attend school, as many attend private schools, and a number, schools out of the township. The average number of children that attend the public schools in the township is perhaps not more than one-third of the whole number enrolled. Many of our wealthy citizens oppose raising school money by taxation, which retards, materially, our educational progress. I seldom have the pleasure of meeting trustees in the schools; after they are elected and make their enrollment, they seem to think their important work is done; but what a mistake. They certainly do not appreciate the visit of the Superintendent as he does the pleasure of meeting them, and the pupils evidently feel the disadvantage of their absence. There are many bright intellects among the youth of this township, which if properly improved and expanded by proper education will make some of the brightest stars in the constellation of mankind.

SAMUEL TAYLOR,
Town Superintendent.

LITTLE EGG HARBOR.

SIR:—Herewith is enclosed the statistics of the schools of Little Egg Harbor for the year just closed.

The public interest with regard to schools, remains about the same; none to speak of. One of the greatest difficulties now experienced is a want of competent teachers. The standard of qualification becoming more and more elevated by public sentiment, suitable teachers have become more and more scarce, until it is almost impossible to obtain properly qualified persons to supply the schools in those districts which pay small salaries. We have no teachers from the Normal School, but some of those who have taught during the year are experienced, competent and successful.

The sum of one hundred dollars was added to the usual appropriation for schools at the annual town meeting last spring. I have long been impressed with the sentiment that our public schools are not sufficiently made the means of improving public morals. While it is undoubtedly best to discard all sectarian opinions and influences from them, yet the fundamental doctrines of the gospel, and the principles of morals recognized and partially enforced by law, should be thoroughly taught, somehow or other, in them.

The wide-spread popular dishonesty, too prevalent among business men, such as speculation, stock gambling, and cheating in trade,

evinces the fact that *school learning* will not make a saint of a sinner, nor an honest man of a rogue.

Children who are not taught at home that lying is a crime, that thieving is dishonest, that cheating is contemptibly wicked, and that impure words and deeds are ruinous to both body and soul, should be taught so somewhere. Thousands are never sent to church, and live too far from established Sabbath schools, to receive any material advantage from their influences.

These children all receive more or less instruction at the public schools. If the teacher is *really* qualified for his duty, that is, if he is educated in his heart and character as well as in his head, they may derive some moral benefit. But how often it is otherwise. I make it a point to never license an intemperate, profane or immoral person to teach in this township. I would go further if I could, and only license those who give reasonable evidence of a christian life and character. But sufficient moral instruction cannot be given in the public schools under existing regulations. Let it be made up by Sabbath schools. Let one be established (by law if need be) in every school district in the State. I have the satisfaction to say that this recommendation, made to my fellow citizens of this township at our last annual town meeting, is in practical operation. Every child in our township, with very few exceptions, can now conveniently attend a Sabbath school. Let the Sabbath school go hand in hand with the public school, and our rising communities shall grow up honest, virtuous and prosperous.

THEOPHILUS T. PRICE,
Town Superintendent.

MANSFIELD.

I have had nothing to do with the public schools of our township for several years past until March last, consequently my report to you must be very imperfect.

There is a great want of interest in our schools among the parents, especially in our pleasant little town where we have more than two hundred children between the ages of five and eighteen. What course to pursue to overcome this I am unable to say, but probably if we secure persevering and competent teachers, we could in measure excite them to action. We have some very good teachers in our township and some very poor ones. We have some which, if I was the only one interested in the school, should say leave, but those most interested say to me, Oh! he or she (as the case may be) is poor and I or we think fully competent to teach our little children. I think this a very bad way of showing charity to the poor. If the teachers alluded to are poor and objects of charity, I say to their employers put your hands in your pockets and give them sufficient to subsist upon and not ruin your children by furnishing them with very poor and incompetent teachers.

We have in our township eight hundred and seventy-six children between the ages of five and eighteen, and we raise money sufficient, when added to the State funds to amount to just three dollars for every child in the township between five and eighteen, and will amount to \$2,628. This divided among our ten teachers will give an average of \$262.80, which is entirely too small to secure the services of good and competent teachers.

As I have said before there is a great want of interest in our schools and the consequence is we have some very poor houses in which many men would not think of stabling their horses, but I hope and have some reason to anticipate that the next time you hear from our township you will have a more favorable report.

Very respectfully yours,

J. A. STEWART,

Town Superintendent.

P. S. I will add I have visited each school in the township twice since March last and will say we have some schools doing very well and are in the hands of very good teachers, and on the other hand am very sorry to say we have some very poor ones.

J. A. S.

BORDENTOWN.

Enclosed please find the report for the township of Bordentown for the year ending October 1st, 1866, which is as correct as I am able to give it owing to the irregularity of some of the teachers keeping the monthly records of attendance in some of the districts, and especially when there has been a change of teachers, as each teacher has been in the habit of keeping his or her own account and taking it away when leaving. But I have now by the authority in me vested by our last town meeting, procured books for each school in the township in which to keep the monthly reports so that the Superintendent may be enabled to get the correct account for each year hereafter in this township. I think if such a course was pursued in every township the Superintendents would have very little trouble in making correct reports.

This township is divided into three districts, in the first district there are three school houses and eleven teachers, and in the second district one school house and two teachers, and in the third district, one school house and one teacher, making in all fourteen schools as reported although only five buildings.

D. M. CANLAKE,

Town Superintendent.

NORTHAMPTON.

In answer to your request to report by the 10th inst., I have to say it is next to impossible to fill all the black spaces in your printed form. I have done the best I could in the time allowed. Why the change from December 15th to November 10th?

You ask for my views in relation to the school law, and the interests of education. In my opinion a thorough elementary education of the rising generation in a Republic, should be made obligatory upon the people, and a consideration of vital importance among legislators and those to whom its interests have been intrusted.

The adoption of a series of books adapted to the purpose, should, I think, be made by the proper officers at the head of the public schools of the State. This would create a uniformity in the system of instruction throughout the State, put a stop to the endless multiplicity of books of doubtful merit that are continually thrust upon the notice of teachers, superintendents and trustees, and furnish a test of advancement on the part of pupils which might prove stimulating and useful and show the degress of perfection in the various methods of imparting instruction, adopted by the teachers in the district schools. Parents would no longer be annoyed and taxed by the change of books with every change of teachers. A greater interest would thus be infused, and a just and laudable emulation would rise among the districts, that must redound to the good of all, and to the honor of the State. This will be my answer to your second inquiry. The first I answer as follows:

The School Law should, in my opinion, be changed in the following particulars:

1st. Every township or school district should be required to raise by tax a sum, which in addition to the State appropriation for the purposes of education, would be sufficient to keep the schools open for ten months in the year, and defray all the necessary incidental expenses.

2nd. No township or school district should be limited by law in the amount they think it necessary to raise in addition to the State appropriation. An intelligent community of freemen may be trusted to manage their own concerns.

3rd. To insure a proper visitation and superintendence of the schools, I think the trustees should be required to visit them at least once a month, and should be allowed a reasonable compensation for their services. It is difficult to get men of leisure to interest themselves in the matter of education. And it is not right that professional men and men of business who do feel a laudable desire to encourage and promote it, should be required to render services without some remuneration. It is a tax upon time, judgement and patience that renders the position anything but a sinecure.

4th. The remarks made in relation to trustees will apply with equal force to the town superintendent. To be sure they have the remarkable privilege of charging one dollar a day for actual service pro-

vided they have reported to the State Superintendent by the 15th day of December in each year; while for neglect of specified duties they are subject to fines of ten and fifty dollars, and are under the necessity of obtaining sureties to double the amount of school money to be held by them.

A change in this feature of the law will certainly commend itself to the favorable action of an intelligent and liberal Legislature.

In this township a more enlarged spirit animates the minds of the township committee and citizens, who have for several years allowed the Town Superintendent fifty dollars per annum for his services.

5th. I am decidedly of opinion from all experience and observation, that the law requiring teachers to be licensed should be repealed. It cannot be made uniformly operative and efficient throughout the State, without infringing upon some real or supposed right of the people, to be the judges of the capacity and qualifications of those whom they choose to be the educators of their children. If each district is required by law to raise a sufficient sum to keep the school open for ten months in the year, there will be no trouble in obtaining competent teachers, whose license to teach will be "read and known by all men" in their intelligent countenances, intellectual conversation and moral deportment.

The examination of candidates by committees and appointed Professors I believe to be, with very few exceptions, a great injurious deception and a miserable farce. I have no doubt that, if honestly expressed, this is the firm conviction of nine-tenths of those who have passed the partial and ridiculous ordeal.

6th. It appears to me that it would be more judicious and more in accordance with the actual condition of things, if the school year were made to commence with the first of March, near to the time when Superintendents are to be elected; and when the appropriations have been disbursed, or nearly so. This would give the Superintendents an opportunity of stating the real facts in regard to the schools. The reports could be rendered to the State Superintendent on the first of February, in time for him to report to the Legislature by the fifteenth.

The third of your queries may, I think, be satisfactorily answered in a few words: Constant employment, adequate pecuniary compensation, and a just appreciation of talent, character and services will secure active and efficient teachers.

All of which is respectfully submitted.

J. LOXLEY RHEES,
Town Superintendent.

LUMBERTON.

In accordance with my duty as Superintendent of Public Schools in the township of Lumberton, I herewith transmit my report for the current year, by saying it would be creditable to us to take more interest in the schools than we do, but hope the time will come when that interest will be taken.

There are 629 children reported in this township, as follows :

Eayrestown -----	73	at \$2.65 each,	\$193 45
Easton -----	64	"	169 60
Fostertown-----	100	"	265 00
Hainesport -----	108	"	286 20
Lumberton-----	157	"	416 05
Lane-----	37	"	98 05
Wigwam-----	90	"	238 50
	<hr/> 629		<hr/> \$1,666 85

We raise by tax two dollars to each child ; the State School Fund and Surplus Fund makes about sixty-five cents to each, making in all about \$2.65 to each.

Amount raised by tax-----	\$1,258 00
Amount received from State-----	234 69
Amount of Surplus Fund-----	174 12
Last year unappropriated -----	1 44
	<hr/> \$1,668 25

Which makes \$2.65 to each child, and leaves \$1.40 unappropriated ; which is submitted to your sage consideration.

MEDFORD.

Thy communication was received about ten days since. I have endeavored to fill the blanks sent, as far as I have the means of doing it accurately. I was unexpectedly presented with the office of Town Superintendent at our town meeting in last third month. My predecessor had removed to Haddonfield some time previously, and I have had but little opportunity to consult with him since. I have but one school report, and no other statistical information for the time previous to my receiving the office, so that I can only speak for the summer term. Five of these reports were received only three days ago ; two have not been handed in, and of those received, some do not state the time of commencing or closing the terms.

One or two reports were handed back for further details, and I shall endeavor to have them more explicit in future ; but at present

it is quite impossible to fill some of the blanks with satisfaction. In a fortnight I might be able to obtain further particulars with reference to the last six months, but I suppose that would be too late.

I believe a larger proportion of children have attended school during the last summer than for several years before.

The Superintendent of this township generally receives from twenty to twenty-five dollars per year for his services.

The law which is intended to deprive all schools belonging to, or under the care of, religious societies of any portion of moneys raised by tax, or received from the State for school purposes, is at least very inconvenient. Formerly, nearly all of our schools were of this kind. At present, there are but three—two belonging to the Society of Friends called Orthodox, and one to those called Hicksite. One of these was built about six years ago, and is decidedly the best school house in the township. They never encouraged or allowed of any kind of sectarianism, unless the reading of the New Testament about twice a week can be called that. They were never select; but on the contrary, two of them have had a fund of more than a thousand dollars, the interest of which has been used to pay the bills of the poorest children. They are kept in repair, and cleaned without expense to the public. The chief object of the societies to which they belong is to have them taught by well qualified teachers, of good moral characters.

To have them closed now would be a positive disadvantage to the public, without any compensating benefit that I can perceive. About four-fifths of the children attending them are not members of the societies to which they belong.

In reply to question two, I believe nearly or quite all parents feel a good degree of interest in regard to the education of their children. The way to give it a practical effect would be to enable them to have them taught without expense or sacrifice on their own part.

Third—One of the most difficult problems we have is to secure “the services of active and efficient teachers.” I am not prepared to offer anything on the subject at present.

Very respectfully,

GEORGE HAINES,
Town Superintendent.

P. S.—I think I could distribute one or two of last year's school reports among the trustees to advantage if I had them.

BASS RIVER.

The following observations are submitted as my report for the township of Bass River, in the county of Burlington, for the year 1866. I have already furnished the mere statistics of our schools in answer to your printed enquiries, promptly sent, and which I presume will appear in their proper place in your general summary. The purpose of a report for general reading, I take to be *an exhibit of the mental status* of the district reported from. I am to do this. And in the very outset, permit me to correct a very erroneous opinion respecting *appearances* as the *index* or appreciation of education. The existence and occupancy of a primitive rickety school house, for example, is usually heralded as *prima facie* evidence of it, when oftentimes circumstances prove the reverse. Applying this reasoning to our township, the impression of a stranger would favor the error. I am combatting this idea, for the *school houses* bear no proportion to the *dwellings* and *church edifices* to be found here. And yet no people value and appreciate the education of their children more than do the inhabitants of the township under consideration. One of the brightest minds of the age observed, that whenever the query of trustees to the pedagogue was "what do you charge?" you could write down their constituents as illiterate and selfish. "What can you do?" is the hopeful interrogatory, and implies progress and a healthy educational sentiment.

Ours is a wooden region—the "Pines," if you please—a region that shallow scribblers defame so often in newspapers for the amusement of the public. "Come and see," or rather, *wait* and see. But my further remarks shall be more definite as to our actualities and prospects. This township, as you may know, is but an infant of three *corporate* years, and, geographically considered, is most unfortunately unmanageable. The districts are too large. This has been a serious drawback. My predecessors, for reasons, wise or unwise, have allowed the matter to be "Mede and Persian," but I recommend consolidation, and I hope the next report will announce the change.

The trustees of the districts of this township, I am happy to say, represent the intellect and moral worth of our people, consequently the teachers are qualified, and the mere time server, smatterer, or money grabber, is suffered to pass along without employment. Here I might close, but permit a remark or two that occurs as I write. I have read many superintendent's reports, and with but few exceptions, the school *laws* are arraigned. It would seem that whenever *anything* is said respecting schools, this is the subject to be most talked about. The school *laws* in my judgment are less liable to impeachment, than many other topics that might be introduced and discussed in our reports, with some practical good in view. The master defect lies not so much in our school *arrangements*, as in the *moral delinquency* of parents and guardians, in fomenting

dispute, quibbling and doing everything but the right thing. The great want, the only want, is the *realization* of the solemn responsibility that attaches to us in training and directing the minds and hearts of our children. One would think that whatever else begets contention, there should be unity in this. Often rivalries on the selection of trustees defeat the object of instruction, and schools are closed for a year or two while a trustees fight goes on. In the mean time, the susceptible and impressible memory of the child gives place to other influences, and the school *boy* has grown to manhood, and the necessities of the parent forbid the advantages he should have enjoyed, and thus thousands are thrown upon the busy stage of action with scarcely the rudiments of that knowledge which will qualify them to discharge the practical duties of life.

I will refer to another evil. This is an age of *convenience*. Fifty years ago, boys and girls in linsey woolsey walked from three to five miles to school without complaint. Now the school room *must* be within a stone's cast or no attendance. A school house on wheels, something portable would suit this class of carpers and stay-at-homes. Time, oh how precious it is! To everything there is a *season*! If the season of *school instruction* passes unimproved, what can compensate for the loss? This thought has an interest of thrilling worth, (if, as Professor Phelps asserts, though the "science of statistics," is against the theory) that the only education of value is received between the arbitrary period of four and ten years of age. I close my observations with the sentiment that should animate us all, an open Bible, an open school house, thoroughly *educated* and therefore religious instructors, and unremitting attendance at the public school. The stability of our government will be in exact keeping with the virtue and intelligence of its subjects. The heart hath its reasonings and must be instructed also, and therefore let us have sanctified intellect in the school house, never forgetting that intellectual culture without moral culture is a Samson without eyes. When the children of this country are rightly instructed, the glory of our land will be like that of the unsetting sun.

Respectfully submitted,

WILLIAM H. MATHIS,
Town Superintendent.

BERGEN COUNTY.

HARRINGTON.

Herewith I send you my report, the blank form of which I did not receive until to-day. My post office address is, Tappantown, Rockland County, New York, as I reside only about half a mile from that office, near the York State line, while it is near four miles to Closter post office, hence the delay of your blank: as soon as I received it I set to work to fill it out, and will send it by to-morrow morning's mail, which I hope will reach you in time for publication, I have nothing materially new to offer from the last report of my predecessor, the condition of our schools being about the same, with this exception, the town tax has been increased from \$2.50 to \$3 per child, which adds materially to the fund.

The teachers, during the past year, have been examined and licensed by county examiners, who were appointed (or chosen) by the board of chosen freeholders at their last annual meeting.

Your ob't serv't,

T. A. HARING,
Superintendent of Harrington.

HACKENSACK.

Some of the entries in my statistical report require explanation. There are three free schools in this township, one of which was established by a special act of the Legislature in eighteen hundred and fifty, and has gone on very prosperously since its organization. The other two, together with several others, not free, raise irregular sums of money annually in their respective districts, in addition to the moneys received from State and township, which are used for building and repairing, and to pay teachers' salaries. It is out of my power to separate the various uses made of the moneys so raised, and all I can do is to give the precise amount in the aggregate, without going into particulars.

In answer to the question as to the number who do not attend school? I have said very few. The teachers cannot give the required information, the trustees do not know, and I cannot ascertain satisfactorily without canvassing the whole township. Before attempting a proximate solution of the question, I beg leave to say that I have not been able to find any of our youth above the age of twelve years unable to read and write, and such has been the fact for many years. They are educated somehow and somewhere. The school committee of this township in 1846, after having endeavored to explain away the apparent discrepance between the number of children attending school and of those capable of doing so, as presented in their report, concluded by saying, "This committee have an extensive acquaint-

ance with the inhabitants of this township, and they know of none above the age of twelve years who are unable to read and write."

The following statement may, in a measure, solve the question to which my attention has been called:

The township contains of resident children of legal school age, 1,593

From this number subtract as follows, viz:

Whole number who have attended school, as per report herewith-----	994
Number in three parts of districts whose school houses are in contiguous townships-----	82
Number who have attended private schools—not differing ten from this <i>estimate</i> -----	165
Number in a single district attending school in the village of Hackensack, <i>estimated</i> -----	20
Number between five and seven years of age, who are deemed by their parents too young to attend school, and are taught at home, <i>estimated</i> -----	125
Number between sixteen and seventeen who have graduated (?) say-----	125
	1,511
	82

Leaving a supposable balance who have attended no school the past year, some of whom are colored children, who receive but a limited education in our Sabbath schools, and the children of boarders, whose names appear on the lists rendered last spring.

We have no less than twelve Sabbath schools in the township which are exceedingly well attended, and most or all of them admit colored children indiscriminately with the others.

It is admitted, however, that many children in this place (Englewood) do not go to any school, as will presently be explained, as well as the steps that will be taken to correct the evil.

I now propose to reply to your three questions, reversing the order in which they are put:

1. "How may we secure the services of active and efficient teachers?"

Ans. Raise the standard of qualification, and pay equivalent salaries. In other words, elevate the *business* of teaching to a *profession*, by requiring all those proposing to engage in it to pass as rigid an examination as candidates for the existing learned professions are subjected to, and then they will follow it as a life employment, because their remuneration will be on a par with their ability.

2. "What is necessary in order to secure a good degree of interest on the part of parents in regard to the education of their children?"

Ans. I might reply by saying, curtly, educate the parents so that

they may exhibit the coveted interest, &c.; but, as this is impracticable, the next best thing to do is to educate the children as best we may, so that future parents, experiencing the benefits of a sound education themselves, will feel deeply interested in their children's behalf. It is a hard task to impress ignorant parents with the importance of giving their children a more liberal education than they themselves have received. Fortunately, their number is few, and on the decrease.

3. "What changes should be made in our school laws, and why?"

I propose to answer at length. I have held the position of town superintendent, uninterruptedly, since the office was created, and previous to that was a member of the school committee of the township, and during the time have carefully observed the operation of our school laws, and noted their defects.

1. The tenth section of the act of 1851 should be so amended as to give the power of forming new school districts, or of changing or altering the boundaries of existing districts, to some local authority in the township.

2. The present mode of apportioning school moneys to the several districts in the township should be changed.

3. We need a county organization of some kind.

The above are not hastily formed opinions, but have been entertained many years, and enlarged experience but confirms me in their soundness.

1. In my official report to the State Superintendent in 1853, I said: "The prohibitory clause mentioned above needs to be modified. Increase of population, or some unforeseen cause, may demand an alteration of districts, but the township committee and town superintendent are powerless to promote an obvious good, so long as they are dependent upon the volition of a single incorporated district. Incorporated districts (all ours are incorporated) will be inclined to dissent from any proposition that will lessen their population, because their receipts of moneys from the State and township are graduated to the number of children they respectively contain."

In my report in 1854 I gave a case in this township, illustrating what had already been said.

In 1862, I remarked "There are three private schools in this township, all well conducted. The great difficulty of forming a new school district under the existing school law, creates the necessity for private schools. * * * The hardship is the greater to those who desire a new district, because they are obliged to support a private school without any aid from State or township, while at the same time they are taxed to sustain the very school from which they are excluded on account of its distance from their homes."

"I will state an existing case in corroboration of the above. We have a district of extensive boundaries, which was formed many years ago, without any anticipation of the great changes that have since occurred. The district mentioned contains 176 resident children of

legal school age. The report lately received states that 8 have attended twelve months, 7 nine months, 13 six months, 34 three months, and 25 a less period than three months: making the aggregate of attendance 87—the average attendance being 36. The amount of money received \$427.20. The most populous part of the district is over two miles from the school house, and in this part are two of the three private schools mentioned above, established and maintained independently of all foreign aid. Yet the inhabitants of the district, by a formal vote, declined to allow the superintendent to set off a new district, and so dispense with the two private schools.”

In 1863, I again alluded to the embarrassment occasioned by obnoxious section 10, of the Act of 1851. I said in conclusion :

“Suppose it is found that it would conduce to public education to form a new School District, to be composed of small portions of three or more districts. The power to form said district rests with the inhabitants of the several interested districts, and any of them, by withholding consent, can arrest a great public interest had in contemplation by those most devoted to it, and nothing short of the interference of the Legislature can advance it. There certainly should be some power in the township to satisfactorily adjust these matters, which can be more comfortably settled at home than in Trenton.”

In 1864, I again introduced the same subject, and showed the then condition of the public school mentioned in my report of 1862: “It contains 236 resident children, and employs but one teacher. The whole number who have attended the past year is 108. The average daily attendance 56. The district will receive during the school year, to the end of April next, about \$650, which is more than sufficient to maintain a free school the whole year. * * * * There are other districts having a less number of children, and therefore receive less money, that employ two teachers, and have a larger average attendance.”

At this date, this place (Englewood) is a notorious example of the ameness of the law with respect to forming and altering districts.

Within a radius of three-fourths of a mile from its centre, there are 125 or more dwelling houses, many in process of building, and more in contemplation; four churches, four sabbath schools with an aggregate attendance of about two hundred pupils: one boys' grammar school with about seventy pupils; one female institute with sixty pupils, and a private school with twenty. We have a post office, telegraph office, many stores, shops, &c., &c., constituting every appurtenance to a large and prosperous village, *except* the most necessary one—a *free public school*. The school house of this district is located about two miles from here, and in a comparatively sparsely settled region. Its remoteness prevents the attendance of the majority of that portion of our juvenile population which most needs the convenience of a public school, and therefore they make the bulk of those who have attended no school at all the past year. The district school

In 1865 (last year), I again pressed the same subject.

is well attended, independently of this place, because the district foots up 252 children of legal school age. The nearest school house is, too, well filled; the district containing 127 resident children, but from which we are excluded, because but a small part of this place is in that district. We have for several years past endeavored to form a new school district under the existing laws, but have failed to accomplish our wish for reasons already given.

These complaints are not made in a fretful spirit. The troubles we experience growing out of the law of 1851, are not confined to an isolated instance, but extend throughout the township with more or less virulence.

It is highly probable that two applications will be made to the incoming Legislature for special acts incorporating school districts, to embrace a reasonable and proper territory and population, and without at all injuring the districts already established.

2. In my report of 1855 I said, "the number of children residing in a district furnishes no true index to the number that attend school, or the number of days of their attendance, and, therefore, establishes no just basis for the apportionment of school moneys." The following tables, embracing the statistics of four districts, will illustrate the remark. They have not been selected to exhibit the extremes of number and attendance, but because from them the most reliable returns were received :

Number between 5 and 18 years of age.	Amount of money credited.	Number attended 12 months.	Number attended 9 months.	Number attended 6 months.	Number attended 3 months and less.	Total of attendance.	Number who have not attended.	Number of days of attendance.
86	\$232	40	12	5	5	60	26	12,660
140	378	10	32	17	35	94	46	12,300
82	222	22	23	14	6	65	17	11,460
37	100	16	9	5	7	37	...	6,480

It appears, then, that of the aggregate of the moneys apportioned to these from districts, viz: \$932, 60 pupils with 12,660 days of attendance, received \$232 instead of \$274, an apportionment to correspond with attendance.

Ninety-four pupils with 12,300 days of attendance, received \$378 instead of \$268, an apportionment to correspond with attendance.

Eighty-two pupils with 11,460 days of attendance, received \$222 instead of \$249, an apportionment to correspond with attendance.

Thirty-seven pupils with 6,480 days of attendance, received \$100 instead of \$141, an apportionment to correspond with attendance.

In each of the three first mentioned districts, about \$500 are annu-

ally paid to the teachers. The deficiency is assessed upon the pupils attending school, so that in the first, \$268 must be raised, \$122 in the second, and \$278 in the third, which is \$4.64 per annum for each scholar in the first, \$3.40 in the third, and only \$1.30 in the second.

If apportionments were regulated by the actual attendance of the scholars in days, \$3.77 for each attending scholar would be needed in the first named district, \$2.47 in the second, and \$3.06 in the third.

Noticing these facts, there certainly is a discrepancy unfavorable to the present bases of apportionment.

The opinion is steadily gaining favor that the township should raise money sufficient to maintain free schools, and to apportion it to the districts, irrespective of resident children of legal school age, but so as to pay the salaries of the teachers as they now are or hereafter may be adjusted.

In 1857 I observed, to attempt to make the schools free under the present mode of apportionment of school moneys, would, manifestly, be both absurd and unjust. We will assume that district number ten, with 78 resident children, and district number eleven, with 123, pay annually to their respective teachers, a salary of five hundred dollars. In furnishing to number ten the needed sum of \$500, number eleven would receive \$790; \$290 more than would be required.

In my judgment the true way of adjusting these matters would be to constitute a township department of education, whose duty it should be to prepare annual estimates of the township school tax required (in addition to the moneys derived from other sources) to maintain free schools, and to apportion the same to the several districts in proportion to their respective wants, without having any regard to the number of resident children in each, &c.

In 1864, I remarked, "A populous district, according to the present mode of apportioning school moneys, may receive more than is necessary to keep the school free, and still have an average attendance less than a contiguous district which may receive less of, but may have contributed more to the township school tax than its more fortunate neighbor."

3. We need a county organization of some kind.

In 1861, I reported, "To give it (the school law) greater efficiency, a county board in each county should be established, to be composed of the several town superintendents. An organization like this would be inexpensive, yet productive of beneficial results. While we have an affinity of *schools* in the several townships, we have none of *townships*. Each township operates independently of every other in the county, and so there is no connecting link between county and State.

"If the town superintendents should meet but twice a year, and make their duties and practices the subject of discussion, we might reasonably expect that all their duties would be better discharged, and uniform practice and harmonious action introduced. Any measure receiving the united support of this board, would command attention and respect, and could scarcely fail of success.

“While the town superintendent of the schools of his township may have awakened the inhabitants of the several school districts to the necessity of employing only well qualified teachers, and may have been more or less successful in supplying the schools in his charge with such, yet his efforts are of no avail beyond the limits of his township, except in so far as example may stimulate others to similar efforts. Again, the practices of the different superintendents, though intended to effect the same object, may be so varied and conflicting as to defeat instead of securing the end in view.”

In 1862, I said, “I still adhere to my opinion expressed in my last report, of the expediency of establishing a county board of education in each county, to be composed of the several town superintendents, as a connecting link between the counties and the State, and making also an affiliation of townships, of which, at present, we have none whatever. The advantages to accrue by forming such organizations, are so obvious, that it is unnecessary to repeat the arguments in their favor. Such as are familiar with the working of our system of popular education will at once admit their validity,” &c.

In 1864, I again introduced the subject and said “there remains one more subject to which your attention is respectfully invited. It is that of establishing a county board in each county, to be composed of the several town superintendents. Much benefit would therefrom accrue to the public schools without increasing the number of school officers or their pay. The affiliation of townships thus engendered, would not only give them unity and strength, but greatly promote uniformity and regularity throughout the county in all matters touching the educational interests of the State. The town superintendents, assembling twice a year, would necessarily communicate their several experiences, which would thus become the common stock of the board.

“The duties of the State Superintendent would be materially facilitated and lightened, if he were authorized to prescribe further duties than the law might impose. For instance, he might make it the duty of the town superintendents to submit their annual reports to the Secretary of the Board for him to examine, collate, &c., and then make his report to a full meeting of the Board for approval, and when approved to transmit the same to the State Superintendent, so that the town superintendents by conferring with the Secretary of the Board, would make more complete and uniform reports than are now produced, which would be embodied in a single report coming to the State from the County Board. The institution would soon develop its own usefulness beyond all present conjecture, and, from time to time recommend such further improvements as enlarged experience might suggest.”

If I were asked what alterations I would recommend in our school laws, I would say, adopt so much of the “Report of the Commissioners appointed to codify the school laws,” made to the Legislature January 24, 1856, as is calculated to carry into effect the suggestions made.

An examination of said report will show that the Commissioners recommended the establishment of County Boards of Education.

There are two objections to this measure as presented by the Commissioners. It unnecessarily multiplies the number of school officers and may bring in inexperienced men.

Should the Board be composed of the several town superintendents, both these objections would be met. There would then be no increase of officers, and the experience of the Superintendents, increased as it would be, in discharging their official duties in their respective townships, would more fully qualify them as members of the County Boards.

The whole of article 3, embracing 12 sections, in said report, together with the 4th, 5th, 6th and 7th sections of article 6 would, if a law, fully carry into effect my first two propositions.

I have pretty uniformly charged the township, annually, for services rendered, twenty dollars, and just about as regularly spent twice that sum. If I were governed by pecuniary considerations, I would not perform all that the law requires of me for more than ten times that sum.

Yours, respectfully.

JOHN VAN BRUNT.

Town Superintendent.

LODI.

SIR: This is my first year as superintendent of public schools, and I find it impossible to make an exact return to the number of scholars who attend school. I give them to you as near as I can.

We have in our township four full districts, from which I receive reports, and four parts of districts: they do not report to me but to the several superintendents according to the location of their school house. Our teachers are all well qualified, and generally give good satisfaction—three of them have attended the Normal School, two are females.

We have a German settlement in our township; they have districts formed by themselves, have erected a beautiful brick building, and employed a teacher who is fully competent, and has generally been very successful. I am pleased to say our schools are progressing.

HENRY KIPP.

HOBOKUS.

In making my annual report I have nothing to suggest which has not been repeated before. I find that teachers are changed too often for the promotion of system and good order. Parents, generally, do not manifest that interest which is so essential to the welfare of the school, and which is so encouraging to the teacher. The teachers are, with few exceptions, diligent, zealous and capable. I regret, from

the frequent changes of teachers and the absence of registers, that my report is not entirely accurate. I hope to remedy this in a great measure in the future.

All of which is respectfully submitted.

JAMES A. ACKERMAN,
Town Superintendent.

FRANKLIN.

DEAR SIR: Your blank for statistics, mailed at Trenton on the 27th of October, through the neglect or carelessness of Uncle Sam's agents, was not received until this morning, thus allowing me but three days ere it must be on file in your office, and not permitting that accurate preparation it should have.

Its correctness will also fail from another source, viz: I supposed that the report would not be required until the 15th of December, as usual, and hence my delay in the collection of statistics.

This is my first year in office, therefore my experience has not yet been sufficient to judge whether or not there has been any marked improvement in the character of the schools of this township, yet my experience has been sufficient to see that there is ample room for an advance.

The best conducted, most advanced, most punctual in attendance, and best supplied with text books, I find, are those schools where they have employed the same teacher for a period of years.

In some districts neither parents nor trustees appear to have any interest in their school, except occasionally to find fault with the teacher because their children do not learn, or they are irritated because a new text book is desired, where most probably the children do not attend more than two days in a week, on an average, and when present must depend on borrowing. Yet there is some advancement, for in most districts salaries are on the increase, and by it a better class of teachers are obtained.

As to what change in the school law would be beneficial, perhaps, if the State Fund, after being apportioned to the towns in proportion to the number of children between five and eighteen, was divided among the districts according to the number of days of attendance found on the school lists, without regard to the age or number of pupils, it would cause more punctual attendance.

Let teachers and trustees make a list of the attendance, say twice a year, and send this to the Town Superintendent as the basis of his division, and those districts where no school has been kept not receive anything of the fund. Also, let the State Superintendent authorize the text books used. This would save expense when scholars change schools, assist teachers in classification, and require parents to procure suitable ones for their children, doing so because of the law.

As to securing the services of good teachers, let the Town Superintendent endeavor to fill every vacancy with those whom he knows to be competent.

Yours truly,

W. B. VAN BENSCHOTEN,

Town Superintendent.

CAMDEN COUNTY.

CENTRE.

DEAR SIR: Enclosed please find my report of Centre township; I am sorry that I have not reported sooner, and if I am superintendent next year, I will report to you punctually, and give you actual facts, if I can get the teachers to keep a daily register of their schools, for they do not pay much attention to it at present; some keep a register, and there are two schools that have not done so. In my report I have marked Est for all that I have actual data for; you ask me what law we need, and the only one in my opinion, is one to compel parents to send their children to school, for a great many do not attend; some only for a few days, the people generally do not take much interest in schooling their children, and I am very sorry to have to report it, for it is certainly the greatest blessing they can bestow on them; and one that will cost them so little, for we have money (public I mean) enough to keep them running half of the year; but in four districts as soon as the money is used up, they allow the schools to stop. You will please to send me five copies of your report of 1866 and oblige,

Yours truly,

D. H. SHREVE,

Town Superintendent.

P. S. You will please address all your communications to Haddonfield post office, Camden County, for I very seldom go to Mount Ephraim post office, and go to Haddonfield frequently. I receive for my services \$20 per year.

NEWTON.

The School laws of this State require that Town School Superintendents of Public Schools *shall*, on or before the 15th of December, in each and every year, make out and transmit to the State Superintendent of Public Instruction, a report in writing showing the state and condition of the schools in their respective townships. A few

days ago I received your circular, requesting me to have my annual report on file in your office by the 10th inst. You also solicit my views upon the School laws, and upon several other questions relating to educational interests. I have filled up the statistical report and have enclosed the same. I now proceed to speak more in detail of our public schools.

Prior to the spring of 1865, Newton township had six school districts, but by legislative enactment, the township was divided early in the year 1865, forming the townships of Newton and Haddon, Haddon taking school districts Nos. 1, 2 and 3, Newton retaining Nos. 4, 5 and 6. Thus it will be perceived that the School Superintendent of this township has three school districts under his jurisdiction, although a portion of the 4th district now lies in Haddon, and a small portion of the 2d district lies in this township.

Union District No. 4.

This is a rural district, and has one school house; it is built with brick, is one story high, and is well ventilated. The school is taught by a female teacher, who has stood by the interests of the school for seven years. The discipline of the school is good, and the average daily attendance is 35 scholars. For this district I have received, from all sources, the sum of four hundred and eighty-two dollars and twenty-two cents (\$482.22); of this amount I have paid on orders of the Trustees, three hundred and twenty dollars (\$320), leaving a balance on hand of one hundred and sixty-two dollars and twenty-two cents (\$162.22). As all the school funds have already been paid in for this year, there will not be enough money to meet the expenses of this school, by two hundred and fifty dollars (\$250). This comes by raising school funds by township tax, and being restricted by the three dollar clause.

Liberty District, No. 5.

This district lies adjacent to the city of Camden, and is, therefore, more populous than district No. 4. It has a neat, substantial, two story brick school house, with two rooms on each story, with good play grounds attached. The lots upon which the school house is built are not paid for. This school has three teachers, one male and two female, who, I believe, give general satisfaction. This district has 416 children between 5 and 18 years old. The daily average attendance is 150. This school has not been open the whole of the year, it having been closed seven weeks on account of the financial difficulties which had been brought upon it. Of the 416 children of this district, 97 are colored. The Trustees kept open a school for these colored children for a period of five months, but the colored school has been closed since the 1st of May last.

I have received all the money which is due this district from the annual township and State taxes. In addition to this, this district

raised a special tax of eight hundred dollars. Of this I have received five hundred and seven dollars and nine cents (\$507.09), leaving a balance of two hundred and ninety-two dollars and ninety-one cents (\$292.91) of this special tax as yet uncollected. For this district I have received, from all sources, three thousand one hundred and nine dollars and forty-seven cents (\$3,109.47). I have paid out on orders of Trustees, two thousand six hundred and seventy-nine dollars and forty-seven cents (\$2,679.47), leaving a balance on hand of four hundred and thirty dollars (\$430). There will not be enough money to meet the expenses of the district by nine or ten hundred dollars, for the present year.

Centreville District, No. 6.

This district lies south of district No. 5, and also south of, and adjoining the city of Camden. This is the largest district in the township, having 460 children between the ages of five and eighteen years, of whom 125 are colored. The school house of this district is a frame building, two stories high front, and one story back, containing in all three rooms. This building is a deplorable apology for a school house; during the spring and summer it presented a forlorn, ruinous appearance—broken fences, broken door steps, &c., and inside, the eye was offended with the sight of broken desks, &c.; during the vacation the trustees had the school house and furniture cleaned and repaired. But still this school house is not what our school houses ought to be; for if we would enlist the sympathies of the people in the cause of public schools, we must have a better class of school buildings than this one presents. We do not value as we ought to do, the *moral* effect upon the children, of a clean, neat, and convenient school house. Another discouraging influence which has operated in this school, has been the frequent change of teachers. I hope, however, that this trouble has ceased, as this school now has one male and one female teacher, who are experienced teachers, and who command better wages than has hitherto been paid by this district. There is also one female teacher in the primary department.

The trustees of this district keep open a colored school all the the year (vacation excepted); *the school room is provided by the colored people themselves*. The trustees employ teachers, furnish books, &c. The average daily attendance is fifty scholars.

For this district, I have received from the State and township school funds, the sum of two thousand seven hundred and nine dollars and thirty cents, (2709.30). I have paid out on orders of the trustees, one thousand and ninety-eight dollars and forty-five cents. Leaving a balance on hand of sixteen hundred and ten dollars and eighty-five cents. Enough to meet the expenses of the school for this year.

I regret that I have not space enough (as my report must necessarily be limited) to fully answer all your questions. I will, however, give my views on your first question, and incidentally touch upon the

others. Should there be any change in the school laws? If we turn to our school laws we shall undoubtedly see that it has been the *intention* of our law-makers that public schools shall be established, to extend the blessings of, and make popular, education, amongst the poor as well as the rich of our State. Now, do our present school laws answer this end effectually? I think not. I will start with this axiom: *If we would improve and elevate the status of the educational interests of New Jersey, we must separate education from politics.* The present school law is radically defective. It is a notorious fact that, as a general thing, our school officers in this State are not competent. The district trustees are usually elected without any reference as to their ability. We see them elected merely to serve the ends of party. What the consequence of such a deplorable state of things must be is easy to see. Whether we argue *a priori* or use the argument *a posteriori*, our conclusions must be the same. Do men gather grapes of thistles? Can the stream rise higher than the fountain? Thus we often see men serving as district trustees, good, honorable men, but totally unfit to have control of a school—men unacquainted with the elementary principles of education. The same remarks may also apply to our system of choosing Town School Superintendents. It is a well known fact that many of our Town School Superintendents accept the office with misgivings as to their ability of conscientiously discharging the duties of the office. And it very often happens that a man is run for the office merely as a political compliment. And very often the sole object is a party question. Surely a reflective mind must be forcibly convinced, how inadequate, how very defective such a system of public education must be. It also often happens that men who are elected as superintendents are engaged in business, and find it impossible to give the schools that supervision which they ought to receive. As a remedy for these evils I would suggest that the law be changed. If we would have good schools, the school officers must be few in number, *but efficient.* To this end the office of Town Superintendent should be abolished, and, instead, a superintendent appointed by the trustees of the State School Fund, in conjunction with the State Superintendent of public instruction. And the superintendent so appointed should be a man of ability and experience in school matters; he should be assigned to one county and paid such a salary which would enable him to devote all his time in looking to the interests and visiting all the schools of the county. And instead of there being three *district* trustees there should be a board of trustees, consisting of five persons for each and every township, to have control of the school in their respective townships. But no person should receive an appointment to said board unless he had passed a satisfactory examination as to his ability. This board of trustees could direct the orders to be paid by the Township Collector. The main idea I wish to press is, *few officers, but let those few be efficient.*

I would further suggest that we must have efficient teachers, and a uniform system of education throughout the State. All teachers employed should be students of the State Normal School, or pass an examination there, and receive a license to teach in the State from the State Superintendent. And all trustees in want of teachers should notify the principal of the State Normal School.

If the State has a care for the education of her rising population, ought she not to extend that care more particularly for the interests of the poor man. For we must bear in mind, that if we would preserve our political status in the world, and remain preeminently a free people, we must rely upon the intelligence of our people. The present parsimonious school policy of our State is a ruinous one. If New Jersey would keep up with the progress of the world, she must stir in the cause. Let the Legislature of our State provide schools that shall be *free for all*. Let the *public* schools of our State be equal to, nay better than, any private school. Let all *special* school laws be abolished. Let us have one system of school organization throughout the State. Another defect in our school system is the great variety of our text books. Now, I think if our Legislature were to authorize a free school system that would be entirely free—tuition, books, &c., all free—this difficulty could be obviated. The State Department of Public Instruction could arrange a series of text books which would be uniform, and divested of unnecessary verbiage. The books could be furnished to the trustees of each township according to the ratio of their pupils.

I would further suggest that each public school in the State be supplied with a globe, as an auxiliary to the study of geography. I have found that in our schools maps do not convey to the young mind a clear idea of the earth's surface, and the relative position of one country to another. A map presenting a *flat* surface tends to confuse the young mind, when we tell them that the earth is round. Whilst a globe would show a more practical demonstration of the fact, it would serve to rivet in the mind the annual and diurnal revolutions of the earth, and by exciting in the young mind an interest, they would learn more rapidly and more effectually than from books and maps. The globe would also be of great value in other respects, as while geographical knowledge was being acquired, the first lessons in astronomy might be taught; for instance, the earth's orbit in the ecliptic, and the centrifugal and centripetal forces might be described, and thus give the pupils something to *think* about, and create in them a *desire* for knowledge.

The law with respect to the mode of raising money for school purposes is defective. The three dollar clause is a stumbling block. No money should be raised for school purposes by township tax. Of the unfairness of this we have a practical demonstration in our township. In District No. 4, there is raised a considerable amount by taxation, yet the district only receives two hundred and twenty-two dollars as their portion of the township school fund for the present year. Now,

if this district had the privilege of raising its own school money (by the district) it need not raise any more money than it does now, and have enough to carry on its school comfortably. It has been urged by some in our township, that the fourth district is a rural district, and that the farmers ought to be taxed to help pay the expenses of the other districts. But this, I think, is a flimsy argument, unworthy of any man who pretends to any intelligence; for it must be remembered that there are *some poor men* with families in the fourth district. They are not all farmers. Now, if a portion of the taxes raised in the fourth district for school purposes goes to support other district schools, and the small pittance of the school fund allowed for the fourth district is not enough to carry on their school properly, whose children is it that has to suffer? Is it the children of the farmer? No! for the farmer can afford to send *his* children to a better school if he wants to. But it is the children of the poor men of the district, who must get an education the best way they can, or go without. It is here, as in most other cases, unequal laws bear upon the poor. Thus I would urge that the law be so changed that each district must raise its own school money, or that the State raise the whole school fund by State tax, and have FREE schools in very deed.

I would also suggest that so long as we have town superintendents, that they be required to have published and distributed amongst the taxable inhabitants their annual report, so that the people may know what is going on in their public schools. I would like all parents to become interested in our public schools, and in the cause of education; for education must be the rock upon which we must build the social, moral and political amelioration of our race. Those who never had the advantages of a school education—who have struggled against ignorance—know and appreciate the blessings of an education. Of that number I am one. In the suggestions I have made, I have an earnest desire to see the State of New Jersey take a step forward in the cause of popular education; and may the time soon come when intelligence shall become universal, and men shall learn to *think* and assert their manhood. When ignorance and all its concomitant evils shall have passed away, and through the beneficent influence of our public schools knowledge shall bless and elevate all mankind; then, indeed, will man look upon man as a brother, and monarchies be swept from the face of the earth; and the waves of the ocean shall lave none but the shores of freedom, and the sun's rays illumine not a spot of earth unblessed by liberty.

Most respectfully yours,

JOHN NIXON,
Town Superintendent.

WINSLOW.

DEAR SIR :—Enclosed please find my statistical report for this year.

In reply to your question in relation to changes in the school law, I would most emphatically urge the abolition of the power to license teachers, vested in the town superintendents, so as to place it beyond the control of local influences. The majority of the applicants for licenses to teach have either a relative or particular friend in the board of trustees, and if they are not licensed by the superintendent, a great deal of bad feeling is excited against the latter officer. Many of the aspirants to the position of teacher are too lazy to work for their living, who would rather sit by the school house stove, in the winter season, than work upon the farm, or young ladies who wish to teach a quarter or two to enable them to purchase an outfit for their expected wedding. In fact it is made a convenience of by persons utterly incompetent to teach the lowest grade of schools.

Yours truly,

JNO. W. SNOWDEN,
Town Superintendent.

HADDONFIELD.

DEAR SIR :—Enclosed you will find as correct answers to your questions, concerning our public schools in this township, as I am able to make. Our schools are progressing as well as can be expected under existing circumstances. The diminished size of the township, in consequence of the late division, reduces the aggregate results in the statements considerably, when compared with former years. Our school houses are pretty much in the same condition as last year, some little repairs having been done. We need school houses in Districts Nos. 1 and 2.

Yours, respectfully,

J. S. BROWNING,
Town Superintendent.

WASHINGTON.

In transmitting to you my annual report I am unable to make it full. I have not the number of children that have attended school, this being my first year, but I have given answers to your questions as far as I have them. As far as I can judge, the schools are progressing favorably. We have very good teachers, and there appears to be some interest felt in the cause of education. Our school house is in as good repair, perhaps, as any in the county, but there is room for improvement.

As I advance in my office I shall give a more full report.

DANIEL W. BECKLY,
Town Superintendent.

DELAWARE.

There are four parts of districts in the township of Delaware. One attends a school in Stockton township, and three attend schools in Burlington county, adjoining this township.

Most respectfully,

EVAN C. SMITH,
Town Superintendent.

CITY OF CAMDEN.

In making out the annual statistical report of the Board of Education of the City of Camden, for the year ending October 1, 1866, the Secretary of the Board would further state :

That the schools under the control of the Board are at present attended to their utmost capacity, and are, in most respects, in a highly flourishing condition.

The teachers are, nearly all of them, zealous and efficient; some of them are thorough and successful to the highest degree. The grading of schools into proper divisions and classes is consistently carried out.

Quarterly examinations are held in all the schools, and promotions made accordingly. The course of study is judicious, and strictly adhered to. The text books are such as are deemed the best upon each subject. Every advantage which the means of the Board allow, is furnished to each pupil. Geometry, algebra, book-keeping, natural science, and the Constitution of the United States, constitute the highest studies.

It is proposed during the coming year to erect another large building, with accommodations for twelve schools and six hundred pupils, after the latest and most approved plans.

In replying to the questions propounded by the State Superintendent, the Secretary of the Board would answer :

1. That the Board of Education of Camden being organized under special charter, its attention has not been particularly called to the need of any immediate change or changes in the general school law of the State.

2. It is worthy of consideration whether a statutory obligation made binding by some penalty attached, or by forfeit of some common advantage, might not be framed, by tenor of which parents should be restrained from suffering their children to grow up in vagrancy and idleness, and should be required to send them to some place of instruction public or private.

3. 1st. By the frequent holding of teachers' institutes for the comparison of views upon teaching, and for the uniform adoption of the best modes. 2d. By the holding of written examinations conducted by thoroughly competent persons, for the issuing of certificates of ability to teach schools of such or such grades. 3d. By the faithful

performance of duties on the part of county superintendents, directors and visiting committees, especially by frequent conferences of these with teachers upon the condition of their schools. 4th. By a rigid adherence to judicious rules on the part of both teachers and pupils. 5th. By carrying out, respecting the teachers of all grades of schools, the principle believed in and acted upon in all other professions and occupations, that the highest salaries generally secure the best services of the best minds.

Respectfully, &c.,

AMES M. CASSADY,
Secretary of the Board of Education of the City of Camden.

CAPE MAY COUNTY.

UPPER TOWNSHIP.

DEAR SIR:—In your circular to town superintendents you state, “You would be glad to publish any general remarks the superintendents feel disposed to make in reference to the educational interests of the township, &c.”

I would be much pleased to add a few remarks, if by the addition of words, the object could be obtained. It occurs to me that less words and more deeds, would be far preferable.

In answer to question first, “What changes should be made in our school law, and why?” I do not profess to be any part of a lawyer, but I would suggest, that our public schools be furnished with a library filled with the most approved series of books, and other apparatus, for the convenience of the school-room, selected from the best authors, by the superintendents, trustees, or other persons competent to judge, and furnished to the scholars with the proviso—that if returned to the library in good condition, the use of the books to be free of charge, if defaced, to pay the wholesale price; it would be quite a source of economy to the parents, a blessing to the scholar, a very great convenience to the teacher, and enable him to properly class his scholars, whereas, he cannot now do it for want of the proper books.

Question second, “What is necessary to secure a good degree of interest on the part of parents in regard to the education of their children?” I am at a loss to throw any light on the subject. I presume it depends, in a great measure, upon the influence, eloquence and attraction, the teacher may possess, to interest the parents in the education of their children.

Question third, “How may we secure the services of active and efficient teachers?” I can think of but one way that will secure their

services, and that is to give them such salaries as will enable them to live better than they could at ordinary labor. To be a successful teacher requires talents that would qualify him for a more lucrative station than our common primary schools afford. Thus the cause that there are not more "active and efficient teachers," is, the salaries are so small they can do better at other business, which is better for their health than confinement in a school-room, and not so harassing and perplexing to the mind.

Yours truly, .

JOHN STITES, JR.,
Town Superintendent.

LOWER TOWNSHIP.

In accordance with law I present my annual report.

1. You see by the report that there are many delinquents that do not attend school. It seems that there should be a law compelling children to attend school, since the law now requires a teacher to be provided, a house also, and school taxes to be paid. If the public school system is for the benefit of all in the community, the children should also be compelled to avail themselves of the benefit. Parents and guardians should not be allowed to withhold those advantages from their children.

2. As it is now, the public schools are not open more than six months at the most: children, therefore, make little progress, and they become themselves indifferent on the subject of education, and parents do not feel willing to fall back on pay schools to make up the deficiency: and although there are some who wish to secure a pay school, yet not a sufficient number of scholars to pay a teacher. This is particularly the case in country schools. If something could be done to keep the schools up for nine months in the year, more interest would be felt on the subject of education.

3. Want of suitable books for the schools is another hindrance to the progress of education. In very few schools are books provided in anything like a sufficient number, and of the right kind, to form them into classes, and of course there is little regularity in conducting the operations of the school, and without this supply little interest is taken by the schools.

DAVID EWING,
Town Superintendent.

DENNIS.

SIR: I have nothing encouraging to say of our public schools in Dennis township; neither do I expect to be able ever to report any thing flattering for the cause of education in this township, until we raise sufficient funds to keep the school open during the year. I believe the school law should be so amended as to compel every town-

ship to raise that amount—say, sufficient to keep the school open at least three terms during the year.

Respectfully yours,

J. H. DIVERTY,
Town Superintendent.

CUMBERLAND COUNTY.

HOPEWELL.

SIR: An increased interest in the cause of education in our township is apparent. Trustees are becoming more thoroughly convinced that their policy is to procure the services of active and efficient teachers, no matter what the expense may be, or whether male or female. The good results following the adoption for such a plan is manifesting itself in an increased and more regular attendance, better classifications, and a higher grade of scholarship. The following branches have been introduced in a number of our schools during the past two years, viz.: algebra, geometry, physiology, philosophy and botany. We have an academy located at Shiloh, where students are prepared to enter the first or even second year in college, which I consider tends much toward elevating the standard of common schools in this vicinity. The statistical report was sent you some weeks ago.

Yours respectfully,

THOMAS H. TOMLINSON,
Town Superintendent.

LANDIS.

I hereby forward my returns as town superintendent of Landis township. They are about as complete as I can make them from returns received by myself, and good skill at calculating.

Three new school houses have been built, and still two of the schools are kept in rooms of private houses, rented by the districts for this purpose.

The increase of scholars over the number reported last year, is 432. The new school houses built during the year are very fair, with one exception, which, however, was built by individual enterprise and not at the expense of the district. Our teachers for the most part are females, usually have taught more or less in places from which they have come to this settlement, and have generally given satisfaction. We have a just public sentiment in the township relating to the value of education, and first class public schools.

There is no serious objection to reasonable taxation in support of schools.

The provision made by the State for supplying each school with a Webster's Dictionary is a wise measure. Permit me to suggest the inquiry whether it would not also be a wise measure for the State to provide a *register* for each school, and have the same made and published under the direction of the superintendents of schools. There would then be the advantage gained of having a uniformity in registers, quite convenient for town superintendents in making out their reports. It does not now seem to be well understood whose duty it is to provide the register, and it is somewhat difficult to secure the re-issuing of any.

The motto of the friends of public education in New Jersey must be "Excelsior."

Very respectfully yours,

J. E. TYLER,
Town Superintendent.

MILLVILLE.

SIR: I take great pleasure in reporting the schools of this city in a very flourishing condition, much more so, I think, than at any previous period within the range of my opportunities for observation (the past ten years).

We have an energetic, *live* Board of School Trustees, and efficient, faithful teachers; the pupils have caught the inspiration and labor with praiseworthy diligence, whilst in every department the greatest good feeling prevails; the happiest results are indicated, and I doubt not our expectations will be fully realized.

Since our previous report we have been incorporated as a city, and important benefits to our educational interests are confidently anticipated.

In reference to your three queries, I can only say that they came too late for the consideration their importance demands. The third one, however, "How may we secure the services of active and efficient teachers?" is suggestive of many speculations. The only *practical* method I know of testing a teacher is by *trial* in the school room. Assuming that *scholarship* is up to the grade desired, I know of no process by which the other elements of success may be imparted. I believe them to be natural. But, further, teachers to be successful must have the hearty, *sympathetic* co-operation of parents—the lukewarm "wish-you-well" lazy apology for neglected duty on the part of parents will not suffice the great work.

We must pay good teachers liberally, or they will seek other avocations where their services are better appreciated; this, I admit, is rather an old suggestion, but has lost none of its force from that fact.

Trusting that your labors may meet their full reward,

I remain yours truly,

SAMUEL H. ORTLIP,
Town Superintendent.

DOWNE.

SIR:—I have not received as yet my school funds from State, county or township, for the present year 1866; and as the amount when received will be appropriated chiefly for the fall and winter terms of the year, and as the schools in the former part have been in one sense private or pay schools, I shall be obliged to make an estimate, the best I can in my report. Having been Superintendent for a number of years in succession, in my former history in this township, the estimate made will not be far from the truth. When I ceased to be in this capacity five years ago, the public school interest was in a prosperous condition, all things considered. The public funds amounted in all to about \$3,000, but since then the public burdens imposed by the war have diminished the amount raised by the township, more than one-half, so that the free system has fallen off in the same proportion; but the districts generally have had schools open on the best terms they could, and employed teachers for the former part of the year.

Your second question in the report is the great problem to be solved; with parents rests the great responsibility, but there is nothing in the school law that is penal to enforce it; if they do not feel the worth and importance of education sufficient to send their children to the public school, if not otherwise instructed, they grow up in ignorance, and others get the benefit of what belongs to their children. I have thought that public exhibitions by the teachers once a year, are beneficial to excite to duty delinquent parents, to let them see the difference between children who were diligent to improve the advantages of the public school and those children whose parents neglected to send them; these call the attention of the whole community once a year to the subject of education. I have witnessed the benefits of it in former years, and am in favor of it.

To your third question, it appears to me that efficient trustees can only make efficient teachers, as with them rests the power chiefly to employ teachers, hence every district ought to be careful in the selection of competent men for the office, as the superintendent is expected to agree to their selection, for if he dissent it raises a difficulty. Hoping that the combined wisdom of our Legislature may render more perfect our public school system, so important to the welfare of children, parents and the whole commonwealth, is the prayer of your humble servant.

WILLIAM BACON,
Town Superintendent.

STOE CREEK.

DEAR SIR:—I have filled up the blanks you sent me, to the best of my ability. The township of which I am superintendent is unfavorably situated, geographically, for making out an accurate report,

as parts of some districts are situated in two townships, and Union Academy, at the village of Shiloh, is in one of these districts. This is a chartered institution, having been in operation ten years, numbering near one hundred students, and now employing three qualified teachers, one male and two females, for both sexes, where the natural sciences and the classics are faithfully taught, and many are here prepared for school teaching. We are now putting up a new building for this institution that will cost at least eight thousand dollars; it is built of brick, two stories above the basement, fifty by fifty-five feet. Many of the advanced students in the township attend this institution. One new school house has recently been built in the township, and another will be soon; two more are very much needed. The districts that are willing to compensate a teacher can procure those that are well qualified, those that are not suffer the consequences. I think that the more intelligent part of the community are learning that the lowest priced teachers are not always the cheapest.

I am in the practice of visiting the schools as often as convenient, and suggesting any change or improvement I may deem necessary, and I always address the children, and commend them or reprove them, as the case may demand.

I think there is a visible improvement in the course of education in this township and county.

Yours truly,

W. B. GILLOTTE,
Town Superintendent.

N. B.—Would it not be well for the State to name a fund to appropriate to academies, according to the numbers taught. We think that some of our academies are as worthy of patronage as the Normal School.

W. B. G.

ESSEX COUNTY.

CALDWELL,

DEAR SIR:—In regard to the question, "What is necessary to secure a good degree of interest on the part of parents in regard to the education of their children?" Our policy has been, as one of the means, to have public lectures upon the subject of education. During the past year we have had one or two delivered on that subject.

Yours, &c.,

MATTHIAS S. CANFIELD,
Town Superintendent.

SOUTH ORANGE.

DEAR SIR:—Your esteemed favor of the 7th inst., has been received in due time. I return you my thanks for kindly extending the time in which to make out my report, which you will find enclosed. Owing to the frequent change of teachers in all the public schools of this township (each school having had at least two different teachers during the year, and one of them even three), I have had considerable difficulty in obtaining the desired statistics, and in more than one instance I had to return the reports of the teachers for correction. Quite a large number of children have come into this township and attend our schools since the last census was taken by the Trustees in April last. The schools are all at present in operation, but I fear that some of them will have to close before long, unless other means are devised to keep them open—the amount raised by taxes is altogether insufficient.

I regret that my time does not permit me at present to give you my views upon some of the questions contained in your circular; I have, however, in my previous report, already touched upon some of these questions, I will, however, cheerfully give you my views connected with the public schools, provided you do not require them immediately. My duties are so many and laborious that I must beg you kindly to excuse me for not at once complying with your request.

Your explanation in regard to the mistake in recognizing Mr. Underwood heretofore as Superintendent of South Orange, is quite satisfactory to me. There is, however, a little error in your statement that Mr. *Woodruff*, the County Clerk of Essex county, returned the name of Mr. Underwood as the Superintendent. There is not, to my knowledge, a County Clerk of that name in this county. I shall go on Thursday to Newark, and have the error upon the records of the County Clerk corrected.

With the assurance of my highest regard, I have the honor to remain,

Yours, most respectfully,

THEODORE BLUME,
Town Superintendent.

P. S.—Will you be so kind as to inform me whether and when County Examiners have been appointed for this county? The Chosen Freeholders of this township inform me that they are not aware of such an appointment having been made.

T. B.

BLOOMFIELD.

DEAR SIR: The schools of this township, taken together, have made a long step forward during the last year.

The amount of money raised by tax for teachers' wages and incidental expenses, in the year 1865, was \$3,900, while the sum raised

for the same uses, in 1866, is \$6,300. The Montclair district taxes itself \$10 per scholar, and no discord is heard in consequence. Our teachers being encouraged by more liberal salaries, are working with renewed energy, and are zealously adding to their acquirements.

The methods of teaching have improved. Pupils are taught to think. "How" and "why" are getting to be as important as "when" and "where." Something is being done to cultivate the perceptive and reflective faculties. Memorizing is not alone attended to.

The interest of parents in their schools, though little, compared with what it should be, has visibly enlarged. They oftener visit their school rooms, and converse concerning what is done there. The average attendance of pupils in this township is proportionately greater than ever before.

A system of marks and checks, which publishes the monthly standing of each scholar, has been introduced into one of our schools with obvious benefit.

These are some of our stars of hope which, as usual, have risen together, and harbinger others. Yet, encouraging as these things are, our schools have only begun to be what they should be, and what they must be; and the signs of promise here enumerated are chiefly seen in the Central, Union and Montclair districts. Some other districts still, like Spain, "sleep on."

Among the subjects yet to be rightly taught in our public schools are the theory of our political government, the distinctively American ideas, the history of the United States, the philosophy of history, and not least of all, the moral accountability of every human being.

As in many other townships, we have a class of men who, while they readily enough adopt improved mechanical and agricultural tools, their heads and hearts and pockets belong to the wooden plow and punk-match periods in all that appertains to school affairs. The rakes and augers they used in youth are not good enough for their children; but the school apparatus and management of olden time they think quite sufficient now. Those who are familiar with the rural regions of our State, know a large number of men who hold such opinions, or rather, whose opinions hold them. Public opinion is a fountain, than which the stream cannot rise higher; and it must be raised up, revolutionized, and changed before our schools will freely perform their mission.

How to do it is the question. If men design to have a railroad built, their first care is to show that it is needed, that it is practicable, and that it will pay. To do this they gather statistics and facts, and disseminate them through the press, and by circulars, and at public meetings.

If politicians wish certain measures carried out, they set the pen and the press at work for them, and fill the highway and by-ways with tracts and pamphlets. The tongue of the orator, and the pencil of the artist are engaged in their service. If a man has a good mower or sewing machine, he advertises it. Now the majority of

the people of this State do not know what good free schools are. They never saw one. They do not know how to get them. They do not realize how useful they are. They must be informed. If the friends of good free schools in New Jersey wish to establish such blessings throughout the State, they must advertise them. They must explain their value and the people will buy them. The subject must be kept before the people. Suppose there are 70,000 families in this State, and there be issued from the Bureau of Education four times a year 70,000 copies of a not large, well edited, wide awake school paper, and suppose this to be followed up by well conducted meetings all over the State, will not such appliances be likely to arouse an interest in free education? The cost all told, would not exceed \$25,000.

In many towns of our common country the wisest and the wealthiest men have learned that the free public schools are the best and cheapest for their children. The money expended in almost any town in the State to support private schools, at home and abroad, would if properly applied to its public schools, yield a hundred fold more benefit.

Let us educate public opinion, and set whatever latent heat there may be, aflame, and it must be done by the same means that have succeeded in analagous cases. When a general desire for good schools is awakened, the means to sustain them will be forthcoming. When liberal salaries are offered for excellent teachers, the supply will not be far behind the demand.

If we would have sterling schools the sun of public favor must be made to rise and shine on them. Then they will be watered and fertilized with money, and bear the choicest fruits abundantly.

HENRY H. LLOYD,
Town Superintendent.

NEWARK.

DEAR SIR: Herewith please find my annual statistical report for 1866. In many instances I have not been able to give the numbers exactly, as I do not receive the annual report from the several teachers until the last days of December or first of January, when our financial year closes. The attendance I have given from the last year's report. I have no means, except such as any person enjoys, of knowing precisely the condition of the private schools in this city.

The schools of this city are in a prosperous condition, and with the addition of two primary school houses, now in process of erection, which will accomodate 700 or 800 children, will receive a new impulse for the ensuing year. We are very well provided with school accomodations, except for the primary schools. These schools are the basis of our system, and when this is made sufficiently broad I believe we shall have an admirable superstruction.

As to the changes necessary in our school law, I am not as well qualified to judge as those who have experienced its operations in the country schools. Anything I might say would be only a matter of opinion. From a little observation during the present autumn, I judge that the legislation of last winter has aroused in some good degree both school officers and teachers, and if your county examiners prove faithful men, much good may result.

Your second question, "What is necessary in order to secure a good degree of interest on the part of parents in regard to the education of their children," like many other questions, is more easily asked than answered. My answer, in brief, would be, give them good teachers at a good salary, and good school houses at whatever cost. The teacher is the first thing in importance. It does not make so much difference as to what you pay him as it does in the quality of his work, so far as the effect upon parents is concerned, but a good worker ought to receive good pay, and he will if he does not work exclusively for the pay.

If teachers will send home every day to their parents children really alive to the cause of education, children who will draw upon the parents' stock of knowledge, be it great or small, an interest will be awakened that will not die out every year for the want of a few dollars in money. I am confident in the belief that teachers alone can infuse into the public mind the necessary stimulus to efficient action.

In order to do this, teachers must have good school houses, well furnished, warmed and ventilated. Make them places where children love to be, then parents will love the place also. I have rarely seen a good school in a poor house, even with a fair teacher. Wherever you find a poor school house and a cheap teacher, there you will find the people complaining of heavy school taxes.

Let a man buy a suit of clothes at a low price, merely because they cost but little, and he is always dissatisfied with himself and resolves that he will in future have a good article, notwithstanding the increased expenditure. And it is as true in regard to education as to material interests. In all my observations I have found that good schools, though at double the cost, are more cheerfully supported than poor ones, generally without any grumbling.

Good faithful teachers then being absolutely essential to awaken an interest on the part of parents, your *Third* question, "How may we secure their services?" is very pertinent.

We may secure good teachers by holding out sufficient inducements in the matter of compensation. At the present rate of salaries no person can afford to give his life to the work who has not a fortune to fall back upon. For a man or a woman to enter upon a business that, at best, affords only a "hand to mouth" living in this enterprising age, can hardly be expected. An old age to such must look in the prospect exceedingly gloomy, and they only act the part of wisdom in shrinking from it. And, besides, there is not sufficient

competition in this field to make good selections. We must *make* more teachers. Our Normal Schools must be filled up, and this will never be done until men and women can see, in that direction, an adequate support. Of what use is a first rate Normal School to the cause of education if teachers will not enter it? The people of this State may be aroused upon this subject by this simple process: Offer reasonable salaries for teaching; this will fill up our Normal Schools, which will send forth teachers who will keep the educational interests in a constant glow. Simple, however, as this process is, the question comes back upon us, who shall induce the people to offer a just compensation? If our legislators are men who appreciate public education, they will appoint men qualified to stir up the people, and so pay them that their whole time shall be devoted to this work. Once get this influence in operation, and it will feed itself.

Yours respectfully,

GEO. B. SEARS,
Town Superintendent.

LIVINGSTON.

I herewith forward the annual statistical report of the schools of the township of Livingston, for the year ending October 1st, 1866, by which you will observe that I report three schools as half free: they are schools in which one-half the pay of the teacher is collected from the parents as tuition, the other half taken from the public money, I also report all the school houses as being well ventilated, one of them is a modern building in good repair, the other four are in need of considerable repair to keep out the blasts of the coming winter. In reply to your question of what change should be made in our school law, I would suggest that the sixth section of the supplement of March 14th, 1851, be so amended that the inhabitants of each township at their annual town meeting be required to raise by tax, in addition to the money they receive from the State, a sum of money not exceeding five dollars, nor less than two dollars and fifty cents for each child as at present recited in said sixth section, under penalty of forfeiture of the township proportion of the State appropriation for the year; my reason for said alteration is, that it is desirable to have competent teachers, and to have free schools, that all may have a fair chance in the race of life: the State appropriation being less than fifty cents a child, an appropriation in addition of two dollars and fifty cents would be less than three dollars a child, very few of the country districts numbering more than one hundred children (unless they employ more than one teacher) while many districts number from fifty to eighty, so there would be but from one hundred and fifty, to three hundred dollars to a district, to keep school one year, and in some districts, experience has proved it to be impossible to make up a deficiency by charging tuition, for in many cases the

parents prefer keeping their children home to paying for their education.

In reply to what is necessary in order to secure a good degree of interest on the part of parents in regard to the education of their children. I would suggest that each teacher, in addition to the other branches taught, should once a week exercise the scholars in writing, composition and in declamation, preparatory to a public examination of the school, in all the branches taught therein, to be held in the school house, or some larger place, once every quarter that the parents may observe the improvement of the children, and be delighted at the same time. In reply to your question of how may we secure the services of active and efficient teachers, I will say, pay them a fair equivalent for their services and employ no other.

I shall probably receive for my service as town superintendent about fifteen dollars for the year.

M. E. HALSEY,
Town Superintendent.

Last year I sent to the State Superintendent an order from each of the five school districts of this township for a gazetteer, neither school ever having had one, but was informed there was none on hand at that time but as soon as more was received they would be forwarded to me, will you oblige me by informing me if you have them, and if it is necessary for us to send orders again for them, and I would also suggest that a copy of the school law be sent to the trustees of each school district.

I remain yours, &c.,

M. E. H.

GLOUCESTER COUNTY.

MANTUA.

The condition of the schools in this township has not materially changed since my last report. I shall be compelled to say, with some regret, there is not interest enough felt in the cause of education, and not as much care in reference to our school houses, furniture, shade trees and play grounds as would be desirable. With much care and taste we adorn our dwellings, and study to make our homes both inviting and comfortable by all reasonable means, cheerfully incurring all necessary expenses with a feeling of honest pride; and yet we can suffer our school houses—where we expect and hope the foundation of knowledge, science and manly dignity to be laid in the minds of the rising generation, on whom the great destiny of a nation in an enlightened age must soon devolve—to wear the same olden

time gloom, without painting, without proper ventilation, and with the same old forms and furniture which, perhaps, our fathers used; and with almost as scanty pay to teachers as in days of yore. Consequently, children do not feel an interest in attending our schools; and with great difficulty, we obtain any kind of teachers to spend their time in some of those forlorn palaces. The branches taught in our public schools comprise a moderate English education. In one, under the care of a young lady of first grade qualifications, French is taught. In addition to our six public schools, we have a very good private school well attended, where the best discipline and order prevails, greatly to the credit of the institution and of the worthy principal, who superintends with special care. The schools have been regularly visited during the year, and with one exception, have been kept open about the usual length of time, and the teachers all licensed.

My report of the finances, the number of children in the township, the number attending school, salaries of teachers, and other matters, has been previously forwarded to our worthy State Superintendent.

The repeal of the twelfth section of the school law will somewhat affect a portion of the children of this township, who are laid off as a part district in an adjoining township to a school which is under the care of a religious society, and admitted to be the first grade school in said township.

WILLIAM HAINES,
Town Superintendent.

WOOLWICH TOWNSHIP.

DEAR SIR:—Owing to the lateness of receiving your blank and having a very sore finger, caused by absorption of poisoned matter in dressing a wound, I am a little behind time in transmitting my annual report.

2nd. In answer to your second interrogation, I regret to say that but very few parents or guardians take any interest or ever make a visitation to the schools where they send their children, shifting entirely the responsibility upon the teachers, who, I am very sorry to say it, too often feel as little interest in the advancement of the children, only seeming to care for the early completion of their labors and their pay; so few, whether parents or teachers, really appreciating the value or importance of education.

3d. To secure active and efficient teachers, so far as our town is concerned, we should have at least six less school districts and better houses. Many of our districts are so small that they are not self-sustaining, and capable teachers will have nothing to do with such. Good, efficient teachers must and will be paid for their services, and small districts, with poor houses, need not expect the services of such.

The standard of qualification among most of the teachers is very low, and I would most respectfully and earnestly advise many of

them to take a course of instruction at the State Normal School, or some other accredited institute of learning.

Most respectfully submitted.

LUTHER F. HALSEY,
Town Superintendent.

GREENWICH.

DEAR SIR:—Enclosed find statistical report for present year, which I trust will reach you in due season.

I would suggest such a change in the School law as would compel parents, guardians and persons having children bound to service under them, to give to their children at least one quarter's schooling each year. There are, unfortunately, some parents so regardless of the future welfare of their children as to neglect their education altogether, and there are some persons who have bound children whose education is sadly neglected, because their masters are too grasping and unprincipled to allow them the time necessary for going to school. While it must be said for the credit of our community that such cases are comparatively few, I think the law ought to be made to meet such cases.

To secure an interest on the part of parents in the education of their children, I would recommend that the County Examiners hold public examinations in all the schools at least twice a year, to which the parents should be invited. The parents would naturally desire that their children should appear well at such examinations, and they would assist and encourage their children in their studies at home much more than they now do.

To secure the services of active and efficient teachers, I think it will be necessary to so increase the appropriation as to make the schools entirely free. Good teachers are not willing to go into a strange neighborhood, and take the trouble and run the risk of collecting their own school bills.

If the schools were entirely free, teachers would know exactly the amount of salary they were going to receive, and that they would get it as soon as they closed their labors. We are, I think, making some progress in educational matters. We have increased our school appropriation from \$800 the past year, to \$1,000 the present year, and I think, when we have got rid of the war debt, we shall be able to so increase it as to make our schools entirely free.

Hoping that that auspicious time may be not long delayed,

I remain yours to command,

CHARLES N. WILKINS,
Town Superintendent.

CLAYTON.

DEAR SIR:—Since my last annual report there has been but little change in the schools of the township, which I represent as town superintendent. In districts Nos. 1 and 3 (Glassboro and Fisler.

ville) there has been one department added in each, much to the relief of the teachers of the *other* department, and we trust to the benefit of the scholars of both schools, which comprise more than four-fifths of the whole number of children in the township. In three of the districts 1, 3 and 5, there are good school houses, of sufficient size to accommodate all the children who come, except part of the winter term, when they are somewhat crowded. In districts Nos. 2 and 4 the buildings are very old and in poor repair, being very uncomfortable in cold weather. You ask, "what is necessary in order to secure a good degree of interest on the part of parents in regard to the education of their children? That is a hard question, and one perhaps, that would admit of various answers. A great many seem to think that an education is a kind of secondary thing; hence when there is nothing for the children to do at home, they send them to school, more to fill up the time, than for the real benefit which they should derive from it. I think if we could get the patrons of the schools to feel their *own* deficiencies more, then they would try to have their children relieved from such embarrassment and inconvenience. In order that a school may be successfully conducted, the scholars must be punctual in their attendance. Parents often complain that their children "don't learn," when at the same time the teacher's register shows their great deficiency in punctuality. The children ought to be sent *every day* unless *necessarily* detained; then if they do not make advancement, the scholars or teacher be in fault. But from personal observation, I find that the boy or girl who attends regularly *does* make advancement.

The last question, "How may we secure the services of active and efficient teachers" is, I think, more easily answered. It can be done by the people being more liberal. Young men are *very apt* to enter that business which will be the most remunerative, or in short, that "*pays best.*" When a thousand dollars per year can be obtained in a counting room, and only about half that amount in a *school* room, it is not surprising that there are so few competent teachers. Let the *people* then, *wake up* and show their willingness to remunerate the school teacher as well as others in great deal less responsible and trying positions. Then we will find those who are able and willing to take up the "cross" of school teaching.

Yours truly,

B. F. HARDING,
Town Superintendent.

CLINTON, ESSEX COUNTY.

DEAR SIR:—I return the blank filled out as well as I could with the limited time allowed. And for this reason I am unable to give my views in as concise and digested a form as I should like to have done had I more time to do it in. The questions you propose are most important, and require a well thought out answer. As to the

first, changes certainly are required in our school law to render it, in some parts, more explicit and definite. Thus, there is every now and then—I hear it again and again, and notwithstanding what is *said* by many of “*Interpretation* of the School laws,” it must therefore be a fact—every now and then a dispute at a district meeting as to what the law means by “school purposes” and “purposes of education.”

You may say that this is sufficiently defined; I only remark such is the *fact*, that the language is *not* understood, nor where the *limitation* implied in it begins and ends, exactly seen. I have seen it, felt it, heard it. Then in the process for the abolition or alteration of school districts, there is a want of proper perspicuity and distinctness, and of a plan clearly and thoroughly laid out, so that “a way-faring man,” as many are for whom the law is designed—I refer to the country places—“need not err therein.” There is yet *another* change I shall speak of under the third question.

But now as to the second: What is *necessary* in order to secure a good degree of interest on the part of the parents of the children in regard to their education? I wish I knew. Something is necessary: perhaps ministers might do something indirectly from the pulpit and in their ministrations. The education of the mind certainly lies next to that of the soul, and indeed the school itself involves and calculates on a *moral* influence and bearing as well as intellectual training. I think perhaps if a town superintendent would give a lecture or two, or many, on the general subject of education, during the winter, when the farmers and laborers could be got out, and in these lectures have a very distinct reference to the raising of the *tone* of interest and appreciation of the great matter of education, and its importance to the children of those present who are parents, and illustrate in an interesting and winning way, and bear down also on the imperativeness of the *claim* of the children, superintendent, trustees, teachers and State and community itself, on the interest and concern of the parents. I think, if something like this were undertaken and stuck to, and carried through, something might be done—something effected. We want an awakened interest, and one *kept* awakened.

Now as to the third question, let me say, and this is a point which replies also in part to the first, to secure the services of active and efficient teachers, there is just one way, and that is, make such a change, if necessary, as it *seems* to be, in the school law, that instead of raising three (3) dollars per child, we can raise five (5) or six (6) if necessary, for about everything is now double or nearly so, in cost, and then we shall have money to *pay* a teacher, who like a minister, is a laborer, or ought to be “worthy of his hire,” and good hire. “Poor preach, poor pay,” poor teach, poor pay, why not? That will fetch it. For why not? The people will not take up with the inferior and second rate, if they are *able* and have the money to pay for first class. That is what we want. In this very village have I not seen the best teachers, hearkening to a louder call, and leaving *for* it? Yes indeed. And I intend to publish a notice of an appli-

cation to the legislature at its next session, for such power here. When we get a graded school as we hope now shortly to have, we want the means to sustain teachers, so that they shall be divested of a good reason for leaving on the first louder call from the neighboring city. And *every* country place, to apply the remark generally, and intimate the general principle, needs to be able to pay *such* compensation, as that though not equal, or the same, of course, it shall be in a fair proportion, the different circumstances taken into account, to the salaries obtained in cities.

There are other things to be said, but those I leave to *others* to discuss.

I regret to see such a variety of spelling books in use in our schools, and where words are divided on very different principles, so that a child has really no guide at all. I might give instances in one book, etymolog-et-y mol-o-gy in another, which is the only *correct* way, taught as I was under the old system, every syllable as far as possible to begin with a consonant e-ty-mo-lo-gy. But I find both ways, the suffix and prefix system, which I *abominate*, and this other, and how is the child to know?

Trusting that this imperfectly prepared and crude report, will not be wholly without its value, at least in the way of suggestion, I remain,

Very truly yours.

J. M. BRUEN,
Town Superintendent.

HUDSON COUNTY.

UNION.

DEAR SIR:—Your circular only came to hand this morning, and I hasten to comply with its requirements with as much accuracy as is at my disposal. The average attendance of the children in this township is not as large as it might or ought to be. The township is divided into three school districts. We have built a very handsome school house in one of the districts since the date of my last report, which cost, with the land, \$3,200.00. We have another, built a few years ago, which cost about \$5,000.00. Still the cause of education does not seem to flourish as it ought to. I find a great many of the larger class of both sexes going to the public schools of the city of New York, we being close by the said city. I find that in the selection of trustees there is sometimes a great evil; men without knowledge or experience are oftentimes elected, and then the teachers

have it all their own way. There ought to be a better class of men selected for trustees; also, I think the board of examiners ought to be more rigid, and not to license any man or woman as a teacher in our public schools who would not have the proper accent, no matter how good scholars they otherwise may be. It may have some effect on the county boards of examiners if you should call their attention thereto.

Your obedient servant,

JOHN DWYER,
Town Superintendent.

GREENVILLE.

SIR: As one of the members and Treasurer of the Board of Education, of the township of Greenville, Hudson county, I would respectfully state that the educational interests of our township, so far as relates to the public school, cannot be said to be in a flourishing condition. The general reasons for this may be stated as follows:

First—A lack of interest—not to say necessary enthusiasm—in regard to this important public interest.

Second—Very insufficient accommodations in the public school building, making it impossible to give to each child a desk and seat.

Third—The legal barriers to a reasonable expenditure of money for public school purposes.

In reply to your questions, first, "What changes should be made in our school law, and why?" I would respectfully say that, in my judgment, a change is needed in that portion of the law which limits the amount of tax for school purposes to three dollars for each child, from five to eighteen years of age, in the township. A change is also needed in that portion of the law which limits the expenditure of money for keeping the school clean, for the purchase of fuel, &c., to the sum of twenty dollars per annum.

These changes are demanded because the sums so limited are entirely inadequate for the purposes named.

Second—"What is necessary to secure a good degree of interest on the part of parents in regard to the education of their children?" I would respectfully say that, in my judgment, a thoroughly good school would secure the needed interest of parents. To have a good school it is necessary to provide an earnest, efficient and competent corps of teachers, limiting the number of them only by the actual wants of the children. There should be ample school accommodations (as regards room), which should be kept scrupulously clean, and there should be proper and distinct out-houses for the use of the children; there should be a supply of well water on the grounds of the school, and accommodations for washing, while the rules of cleanliness among the pupils should be daily enforced. Weekly reports of the conduct and progress of the children should be sent to parents.

Third—"How may we secure the services of active and efficient teachers?" may in our case be briefly answered by saying, that the salaries to be paid should be such as to induce educated and practical men and women to offer their services.

"It would afford me pleasure to give a more detailed statement of our public school affairs, but as it might be considered a matter of local rather than of general interest, I will not now do so. As a member of our board of education, I feel that the children who attend our public schools do not and cannot, under existing circumstances, receive that careful attention and instruction that they need, and which it is the duty, and should be the pleasure of our people to bestow.

In conclusion, I trust that the time is not far distant when you will receive a more favorable report from our township.

Very Respectfully,

MATTHEW ARMSTRONG.

HOBOKEN.

DEAR SIR:—Not having data for a report to you, I have been delayed in forwarding schedule enclosed.

In answer to your first question, I answer that it seems to me desirable that the law should be so altered that trustees shall be elected to serve at least *three* years each, thus giving educational interests the benefit of experience gained by actual observation. I have full faith also, that Trustees being elected for a longer term than at present, the people will look upon the office as of more importance, and select men better qualified for the position than they now do.

The second question is one of the very first importance, and a satisfactory answer will do more for the educational interests of the State than all the laws in the statute books in the State, and to awaken a full interest in the heart of the parent for the education of the child, we must bring it home to his or her understanding direct, and show them the *worth* of an education to the child, and may not this be done by an authorized State agent going into every district in the State at least once a year, and examining the school, and then reporting to the parents of the children examined, and addressing them upon educational subjects? I would urge the circulation of statistical and general reports and addresses in relation to common schools throughout the State with a liberal hand. This may be done through the principals and teachers of the schools, as well as through the town superintendent and trustees.

Your third question—"How may we secure the services of active and efficient teachers?" I think it can be answered by the words, "Pay as much as for any other equally important service." Is it not notorious that teachers are the poorest paid class of laborers in the country? We want men and women of the highest qualifications intellectually, morally, socially, and with good *business* habits, to teach

our youth. Raise the standard rates of pay equal to that paid for like talent in other pursuits in life, and there will be no lack of "efficient teachers."

Please send me nine copies of last report for use of our Board of Education, and any other matter of educational import you may have in hand, and oblige,

Yours, truly.

B. H. BALDWIN,
Clerk Board of Education.

WEST HOBOKEN.

SIR: The undersigned, in making his annual report upon the state and condition and affairs within this school district, has but little to add to the report heretofore rendered. He takes pleasure in announcing that during the past year he has regularly visited the schools of this district, and has found them in as prosperous a condition as circumstances would permit.

The chief obstacle to our prosperity is the recognized want of proper school buildings, those we have being totally inadequate to the wants and requirements of our rapidly increasing population. We have, however, recently purchased and paid for a building site 100 by 150 feet, and as soon as we can raise the necessary funds we shall erect a school edifice which will not only adorn our township, but will be amply sufficient to supply our present wants.

It is your wish and desire to know my views upon the changes that should be made in our school law, and the reasons why?

A question of this character requires much consideration, and should not be passed upon lightly and without mature deliberation.

One idea, probably worthy of consideration, has always struck me with much force and emphasis, and that is the total abolishment of the "County Board of Examiners," and in their place appoint or elect a County Superintendent of Common Schools, who shall, in connection with the township superintendent, examine into the qualifications of teachers, make the necessary appointments and removals, and do all and every thing necessary—with the advice and consent of the trustees—to the proper carrying out of the rules and regulations prescribed for their guidance. It should be made the duty of the county superintendent, in connection with the town superintendent, to visit the schools at least once in three months, or oftener, if possible; examine into the workings of the different schools, and if anything is discovered that may be improved, to have full power and authority to do it.

It is unnecessary to add that something more than one dollar per day should be paid to defray their legitimate expenses.

I might discuss more fully these ideas, but I think they will strike you with sufficient force for you to give them your serious attention.

As the law is, the township superintendent is nothing but a dis-

bursing officer of the school fund, can exercise no power, or exert any influence by which he can remedy any evils that may be brought to his notice.

Trusting these thoughts worthy of your attention, I respectfully submit them to you.

THOMAS KEYNTON.

P. S.—I wish to procure a plan of school building, sufficiently large to accommodate six hundred pupils. If you can furnish or direct me to procure one, you will greatly oblige the trustees of this township, and also your humble servant,
T. K.

EAYONNE.

DEAR SIR:—Enclosed you will find my annual statistical report for the year ending October 1st, 1866.

The *condition* of the schools in my township is very good. Not as good as I could wish but still such as to merit a good share of praise. The discipline is greatly superior to what it was when I was an urchin, and very much better than any I have seen in other schools. I wish the standard of scholarship could be raised. I have never been able to see any good reason why the "Public Schools" of our State should not be qualified to give a thorough English education. The classics are of little real practical business value. But all branches of English studies, it seems to me, should be taught. I think the State Normal School should get up some system of teaching the English language which would embrace a history of words, the changes they have undergone, their derivations, their numberless shades of meaning &c. Everything about them, just as thorough classical schools now teach the dead (in more senses than one) languages. Mathematics should take a higher position, and above all I think every teacher should be required to drill his school in English Composition and Declamation. This is neglected by a great majority of schools. I have tried with but partial success to have such exercises in all the schools under my supervision. The benefit of such instruction you well know are incalculable.

I think the law should be changed, so as to compel every teacher to make out a "report of attendance," and present the same to the town superintendent every term. His salary for the last month being withheld until such report was presented.

The trustees should be required to provide record books for each teacher. Such books being of such a character as the State Superintendent might specify, the record books throughout the State being uniform.

The object of such a law is apparent. The securing without an immense deal of trouble, of correct statistical reports.

How to make parents mindful of the duties they owe to their children is a hard question to answer.

They certainly do not sufficiently prize education. They do not understand the necessity of *sending* their children regularly to school. But what can we do? It is a very delicate matter. It is a subject of the greatest importance. I know it seems hard to interfere with the regulation of the family. I know such regulations are to a certain extent sacred. I know that many would feel greatly aggrieved to have their family affairs disturbed even in the most trifling manner. And yet I can but think that where parents are careless concerning the education of their children the law should step in and compel what natural affection does not prompt. In some of the New England States every parent is obliged by law to send all the children they may have, of suitable age, to some school one quarter each year. There is quite a heavy penalty attached to the law. I think it would work well. The better portion of our citizens do not need such a law, but all laws are made for transgressors, and those who do not care to give their children every advantage which our free institutions are calculated to bestow, I do not believe can be influenced by "*moral suasion*," or by any thing but the strong arm of the law.

To secure active and efficient teachers, I can see no other way than for every district to look for them until they are found. No discipline can make a man an efficient teacher. A whistle cannot easily be made out of a "pig's tail." There are active and efficient teachers, would to God their number was greater. I believe God is the only one who can increase the number. If it is not in a man to teach, no rules, regulations, training, nothing can put it in. If it is in him, education properly directed will bring it out. In my own township the schools are blessed with teachers of the very best quality. Active and efficient, they could not be better. We secured them by looking for them, by demanding a high order of scholarship, by requiring the very best attendance, above all by paying good salaries. To other districts I would say. "Go ye and do likewise."

All of which is humbly submitted.

Yours, &c.,

T. W. WELLS,
Town Superintendent.

HUDSON CITY.

The schools of Hudson City are kept open during the year, with about six weeks vacation, including holidays, &c. We do not divide the year into quarters.

We have four school houses; their several departments make twelve schools, allowing each teacher to represent a school. According to your suggestion, we have as above stated twenty-six schools.

The actual amount appropriated by the city for public schools is \$17,000, which includes repairs, &c.

So far as I know, all our teachers may be called successful. It is next to an impossibility to get the attendance correctly in our graded schools, I have accordingly omitted it.

FRANCIS E. NOBLE,
Superintendent.

HUNTERDON COUNTY.

LAMBERTVILLE.

There are 872 children in the town of Lambertville between the ages of five and eighteen years, according to the annual census taken April 13, 1866.

There are two public schools and two school houses, with a regular daily attendance of the pupils in all the departments.

The school year is about forty-four weeks, divided into four terms of eleven weeks each, with a long vacation of five weeks in midsummer, and a shorter vacation about the close of December.

Care has been taken in the selection of the latest and best books, such as are well calculated to advance the pupil with the greatest facility, and many old ones thrown out.

One of the school houses is well built, large, well ventilated, with the later improvements throughout, with ample play ground, in a reserved part of the town, and has six teachers, one male and five female, of which James M. Robinson is principal, with a salary of \$900 per annum. This school is well regulated in each department. The other school house is less in proportion, and rates an average with the school houses in the vicinity: has two good teachers, one male, the other female, and is well attended.

There are in all eight teachers, all of which were before the county board of examiners at a public examination held in this place early in the season, at which time each one passed a creditable examination and were licensed.

More interest is manifest on the part of school officers and teachers than by those who have their children to send to the schools. Many of our pupils are making a creditable advance, while others would, if parents would make proper effort to sustain a punctual attendance.

We receive from State appropriation \$326.53; from the town, \$2,700.00; from other sources, \$47.00, and \$500 for the purpose of paying expenses in improvements and repairs; making the total sum of \$3,573.53 for 872 children, which would give to each more than \$4.09 for educational expenses for the current year.

GEORGE H. LARISON, M. D.,
Town Superintendent.

LEBANON.

SIR:—Enclosed I return the report, &c., filled to the best of my ability, not, however, claiming perfection. Our schools are not generally entirely free; a portion of the public money is appropriated each term, and the employers assessed by the trustees for the balance

of the teachers' fees: and I have estimated that assessment one-half the amount of the public money, viz.: \$1,353.00, as going to make up the total amount appropriated to school purposes. Of the amount reported for building and repairing school houses, \$2,000.00 are assessed on the inhabitants of an incorporated district for the purpose of finishing a school house built last year.

In addition to my statistical report of the schools of Lebanon township, permit me to say, that while we have a few well regulated and well conducted schools, made comfortable and attractive for youth, a majority of them are far otherwise, being uncomfortable and repulsive to child nature, and using up the little funds grudgingly meted out to them, without encouragement to teacher or profit to scholar; and, what is infinitely more to be deplored, using up that part of life designed by nature for mental and moral development, or the formation of character for life. How this state of things is to be overcome in some neighborhoods, and a good degree of interest be secured on the part of parents in the education of their children, is, in my mind, a difficult question, to which I have no clear and satisfactory answer. While no known or probable means should be left untried, perhaps time alone can effect it. I have thought, possibly school teachers might do something to accomplish this desirable end, by visiting the families in their respective districts, showing the parents that they feel an interest in their children, and soliciting their co-operation; and let this not be feigned but real interest. Make the calls frequent, pleasant and inspiring.

We have a zealous, enterprising young man teaching in our neighborhood, who entertains the community with lectures on education, from time to time. Some teachers, however, would not be able to make public lectures sufficiently instructive and interesting, and this brings us to the inquiry as to how we may secure active and efficient teachers? To which I would suggest, that we hold out reasonable inducements. Offer a salary that a man competent to the task of forming the mind and character of the rising generation—the future hope of our country—can command in other positions, then give him a comfortable place in which to operate, with the necessary appliances, and probably we would have teachers whose intentions would be to follow teaching, in the place of inexperienced youth, teaching for the mere purpose of working their way up to a more lucrative position, &c.

In conclusion, I would say that, though I believe the cause of education to be on the advance, yet I do not regard it as keeping pace with the financial and political interests and enterprises of the day (at least in this vicinity); and I deem it of the utmost importance that as our country increases in wealth and power, that there be a corresponding degree of intelligence and virtue to direct and control them, for though blessings in themselves, yet in the hands of ignorant or designing men, they become the ready and effective means of mischief.

P. S.—I am aware of the difficulty of finding competent teachers, &c., while so little interest exists among so large a portion of the community. I rather suggest the want than the means; nevertheless, holding up the one may induce the other.

Yours very respectfully,

ELEAZAR SMITH,
Town Superintendent.

KINGWOOD.

SIR: As I was unable last year to make out a correct report of the condition of the schools in the township of Kingwood, in consequence of the negligence of teachers in sending in their reports, so in like manner I am now without teachers and reports in a number of cases. I have on different occasions urged teachers to send in their reports at the end of every term, but it seems to be so hard a task that but very few are willing to perform it. I have given you the figures as nearly as I could from the information in my possession, and think it very nearly correct.

S. F. R. OPDYCKE,
Town Superintendent.

EAST AMWELL.

DEAR SIR:—In filling up the blank you have sent me, a few words in explanation are necessary to a full understanding of the condition of our schools.

I have given as the whole number who have attended school, two hundred and sixty-four, while the number of children in the township between the ages of five and eighteen, is six hundred and fourteen. The principal reason that the proportion is so small is this: there are six districts adjoining our township that report two hundred and fifteen children from East Amwell, and get the credit of them, while I report for only thirteen from other townships, therefore I really only report for four hundred and twelve children. One of the districts reporting eighty-five children only has an average attendance of fifteen, leaving three of the districts in a flourishing condition.

Our school houses are all nearly new, two of them two-story, good size, and well arranged.

If our school law could be so changed that when the pupils stayed from school say ten days during a term, they could not attend again that term, I think it would have a tendency to cause a more regular attendance; at least it would save the teacher from the annoyance of an irregular school. However, when parents once take sufficient interest in our schools, this difficulty in a great measure will be overcome. Time will work wonders in this respect. In proportion as the masses become educated, so will our schools become popular, and the people will be satisfied with nothing but the best class of teachers.

and will be willing to pay them well. The supply of teachers is now up to the demand; a great many districts demand cheap teachers, and they get them; some few require good ones, and they get them. I do not see how legislation is to help us much in this respect. A great many efficient teachers are now licensed and employed in our schools, and will continue to be until the various districts refuse to employ them. That the time may soon arrive when our schools may be just what all lovers of our race desire, is my heartfelt desire.

H. LANE,
Town Superintendent.

CLINTON.

SIR: Perhaps the most glaring evil in connection with our school is the badness of the building occupied. It is very inconvenient; but its worst feature is the entire lack of ventilation. The air becomes so utterly vitiated as to be almost unendurable. That the children are not entirely stupefied in mind, and broken down in health, is due to no intelligent provision of their parents for their comfort and well-being while at school. Certainly, with properly ventilated rooms the children would learn much more than they now do, and they would have better health. To use such a building as the one now occupied for school purposes is very bad economy, and it is cruel to teachers and children.

I. ALSTYNE BLAUVELT.

TEWKSBURY.

SIR:—In compliance with the requirements of the law, I very cordially submit to you the annual report, which is as follows:

In the township there are five whole districts and eight fractional ones, and as I have not received any report from the trustees of the several districts, I fear that the statistical report is not altogether correct: notwithstanding, I have made an effort to answer the most, if not all of your questions, to the best of my ability. The private schools are in a very flourishing condition, and also some of the public: but as far as I can judge, there is not the interest taken, nor tone given, the matter of education by the mass, that there should be. The amount of money raised for the support of public schools proves the fact beyond a doubt. There is a lack of educational interest among the people—we are not progressing with the age—although I believe that this township will compare with any other in the county.

I am, very respectfully, yours, &c.,

J. S. LINABERRY,
Town Superintendent.

WEST AMWELL.

The schools in our township are all partially free, that is, the teachers are hired by the month at a certain price, a portion of the funds paid in each quarter, and the balance of the teachers' salary levied on each scholar, in proportion to the time he attends school. Female teachers have been employed in each district during the past summer and autumn, but during the winter months, including the month of March, only two of the districts have kept the schools open, and been able to employ and support male teachers.

Three of the school houses are in good repair, and one is almost entirely unfit for any purpose. There are four school houses in the township, and three of them receive scholars from other townships, and the four parts of districts, sending to schools in other townships, are about the same as those sending from other townships, to the schools where the school house is in this township.

The attention given by parents to the subject of education, county institutes, &c., is very limited, compared with their importance; and I know of no better method to arouse the public to this subject than to hold institutes in each township frequently, compel the attendance of teachers, trustees and superintendents, and invite all others to attend, and thereby enlist an interest in many, who give no attention even to the education of their own children.

Respectfully yours,

N. V. YOUNG,
Town Superintendent.

MERCER COUNTY.

EAST WINDSOR.

DEAR SIR:—You will please find herewith the annual statistical report of East Windsor township. I should have forwarded it earlier only that I had requested teachers to have them in December 1st.

The condition of the public schools in this township I consider to be steadily improving. There is a growing interest manifested in the cause of education, both in our public and private schools, the former being stimulated, probably, somewhat by the latter. We have at present three private schools, two of which will soon be merged into collegiate schools. We have also a free evening school for the benefit of the colored people of the neighborhood, very generously opened by the principal of one of the private schools.

The teachers in our public schools the past year have been principally ladies, who have labored earnestly and successfully to perform

their difficult duties. There has been greater satisfaction with our schools the past year than during any former year of which I remember.

Very respectfully yours,

C. M. NORTON,
Town Superintendent.

WASHINGTON.

Although our schools are far from attaining that standard of perfection that they should, yet each passing year shows marked improvement in their progress, and there is encouragement, very evident, that the dormant faculties of our people are becoming more sensibly awakened to the responsible task of educating the children.

Better teachers are employed, better salaries are paid, and some of our school rooms are undergoing changes of a more modern character, yet we want more life and energy among the parents and trustees in our several districts, to meet the requirements of the present age. Our teachers should meet with encouragement from their employers, upon every meritorious labor that they undertake, especially at these times, when they are only half paid for their labor. I would advance a plan that the town superintendents should have the teachers under their charge, and meet at their residence at stated periods, and have a mutual expression of sentiments upon the subject of education, and the art and method of teaching and governing schools. By this method the teacher is encouraged as well as instructed in his routine of labor; he assumes a more congenial relationship with his superintendent and his fellow teachers, which should have a happy effect of making him more zealous in his school room duties.

With a warm desire that the cause of popular education may be more thoroughly felt throughout our State, and our schools may rapidly advance to a higher degree of excellency,

I am, yours truly,

W. D. APPEGET,
Town Superintendent.

PRINCETON.

SIR:—The schools of this township were never in a more flourishing condition. I regard them all as good as the money expended on them ought to provide. The graded school of the borough district gains steadily in estimation and patronage; its number of pupils, at date, is unprecedented. Accomplished instructors, properly seconded by an intelligent community, are fast making it an honor to this seat of so many educational interests.

You ask, "How secure the services of active and efficient teachers?" The only way in which this can be done is, to secure to activity and efficiency in teachers, adequate compensation. Do this,

and employers will have a right to complain of short-comings in these respects, and furthermore, be rid of them. According to most natural principles, the qualified, those who *will* give satisfaction, will be forthcoming with their price.

AUGUSTUS MACDONALD,
Town Superintendent.

HAMILTON.

DEAR SIR:—I would have sent you the enclosed report before, but I hoped to be able to fill up more of the blank spaces. It would afford me pleasure to give you all the information required, but it would require more riding, and time, than I am able at this time to spend from my other duties. I am in the city frequently; if you will tell me at what hour I could see and converse with you in reference to schools, and other matters, I will avail myself of the opportunity. As a graduate of the same institution, I feel that we have mutual interests.

Yours truly,

ROBT. S. MANNING,
Town Superintendent.

MIDDLESEX COUNTY.

SOUTH BRUNSWICK.

SIR: Very little change has transpired in our schools since my last annual report. The number of children between the ages of five and eighteen years reported to me by the trustees, were thirteen hundred and twenty-four, a decrease of three since last year. The amount of money received from the State was four hundred and fifty-seven dollars and twenty-two cents; interest on surplus revenue, seventy-three dollars and eight cents; township tax, two thousand five hundred dollars; making in the whole, three thousand and thirty dollars and thirty cents; all of which has been apportioned in due ratio to each district. The schools, with the exception of one, have been kept open most of the year; competent teachers have been employed, most of which have had years of experience, consequently have honored their profession with satisfactory results. The schools have been visited and teachers licensed, according to the requirements of law. It would conduce much to the advancement of the cause of education if we could make all our schools free, although many are enjoying the blessings of the present system with great profit, without which they would never see the inside of the school house. Why? Because, some parents are so contracted in mind

that they even try to shrink out of paying a few shillings, if a little school bill is sent them, or if the school house has been repaired and made comfortable for their dearest hopes, you will hear some say, "I will not pay a cent." Oh! what miserable, unchristian parents! How long they will be permitted to annoy the friends of the cause of education I cannot tell. We hope such creatures may become speedily enlightened in the doctrine of modern science and free salvation, then the cause of education will flourish in every community, and the briars of the wilderness be changed into the fruit trees of paradise.

Respectfully yours,

I. I. BULKELEY,
Town Superintendent.

WOODBIDGE.

DEAR SIR:—I have the honor to present to you my written report upon the condition of the public schools in the township of Woodbridge. I have but little to add to my statistical report, which was forwarded to you in November. The condition of the schools in the township is much the same as in former years. Too little interest is felt in the cause of education, which is shown by the number of months that the schools have been kept open, and by the number attending school. In two-thirds of the districts a sufficient amount of money is raised, in addition to the public money, to keep open the schools for the year. The balance of the districts use only the public money, and when that is expended, close their schools. A remedy for this evil lies with the people of the districts, and they should see that their schools do not suffer for the want of the necessary means. The number of schools in the township is fourteen, six of which have been kept open four quarters, five for three quarters, and three for two quarters.

The whole number of children in the township is eleven hundred and seventy-eight; the number attending public schools, six hundred and twenty-eight; attending private schools, seventy-five; making the whole number attending school in the township, seven hundred and three; showing that four hundred and seventy-five do not attend school in the township.

The township raised by tax this year the usual sum of two

dollars per quarter, amounting to-----	\$2,354.00
Received from the State-----	341.48
Interest on surplus revenue-----	64.97
Interest on township fund-----	280.00
Raised by subscription and taxes-----	678.00

\$3,718.45

Yours respectfully,

LUTHER J. TAPPAN,
Town Superintendent.

PISCATAWAY.

SIR:—I send this day school report—sickness has prevented me from sending sooner.

I suggest the following changes in the school law:

1. To empower the school superintendents to hold teachers' institutes, and require the attendance of all teachers in their respective townships, say twice a year. The advantages of such institutes are obvious.

2. I suggest that superintendents receive for their services something more than the nominal pay of \$1 per day; say \$2.50 or \$3. Their services are now nearly gratuitous, or not rendered at all.

In regard to the second point of inquiry, "To secure the interest of parents," &c., I would suggest that it be made the duty of superintendents to hold public meetings in the several school districts, for the purpose of addressing the parents and patrons of the school in relation to their duty to educate their children and youth. I think, moreover, that unless teachers make it their duty to call on the patrons, become acquainted with them, and suggest what may be needful or best for their children, teachers will work measurably apart from the sympathies and co-operation of patrons, and work at an unnecessary disadvantage. It is rarely that I find, even from the Normal School, teachers with the *spirit* of teachers, with *devotion* to their work. Our teachers are not sufficiently paid for their services. I am using every effort to bring the districts to a better appreciation of the teachers' work. One lady teacher in our township receives \$425 per year; four receive each \$400 per year. Three of our lady teachers have been teaching in the township, one for six years and two for twelve years, and in the same school; they are eminently successful. Two districts are small, and keep up schools but half the year. In this way they are able to secure the services of competent teachers, paying good wages. The educational interests of this township compare favorably, I think, with any in the county. I hope to be able, however, to report in future still greater improvements.

I am, very truly, &c.,

L. C. ROGERS,
Town Superintendent.

MONROE.

In compliance with the law as regards public schools, I herewith present to the State Superintendent my annual report of the condition of the schools in the township of Monroe.

Since my last report there has been two parts of districts added to one disttict, numbering in all seventeen districts and parts of districts. The various schools are supplied with competent teachers, each having a certificate of license, and I believe the majority of them give very general satisfaction. The various school houses are

in comfortable condition, some having suitable play grounds attached. The books used in our schools are of a heterogeneous character. Could there be a regular system introduced, in my opinion it would be advantageous to both teacher and scholar. The townships, at their annual town meeting, voted to raise the sum of \$2,000 for schools, which amount has not as yet been received, thereby causing embarrassment to trustees and teachers.

Township fund-----	\$2,000.00
State fund-----	423.32
Interest on surplus revenue-----	67.66

For schools-----	\$2,490.98
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JAMES IVES,
Town Superintendent.

EAST BRUNSWICK.

DEAR SIR:—In my statistical report I have endeavored to give as correct answers to your questions as possible, under the present circumstances, my connection with the schools having been only from April last, but I trust it is an approximation of the desired effect.

In reference to your first question, as respects a change in the school law. Were there a shadow of encouragement to hope that the State would provide money for the object, argument would not be wanting to urge it as a most important and profitable investment; but it might not, perhaps, be asking too much of our law-making power that a statute be appended to our school law, requiring of teachers that they shall visit the parents of all the children; that they request and urge it upon the parents, and upon the people generally; that they visit the schools occasionally or frequently, and that a day shall be appointed during each quarter when all shall be particularly invited, and that no teacher shall be paid without performing this service, and the extent to which he shall perform it might be fixed by law. The people, by this means, might easily become more interested in schools, and money would be forthcoming for the support of schools. Then better teachers could be secured by means of the liberal and cheerful aid flowing from every quarter. Better school houses could be secured also. We need some here, for we have but four good school houses, and nine school districts. In two districts the school houses are unfit for use, though used, and in two districts they have none at all; they depend upon renting a miserable and insufficient place, entirely unfit for school purposes. Let it be required of the teacher that he shall use the means to interest the people in the cause of education, then voluntary means may secure what the State neglects to do.

To your second question, I would remark that I know of no better way to secure the interest of parents than that it be made the business and the duty of teachers to visit them and solicit their visiting the schools, urging this visitation upon others as well as the parents,

thus endeavoring to make the school a matter of general interest through each district.

To the third question, "How to secure better teachers?" I would remark, in the first place, that this system of school visitation would naturally make the teachers that we have better teachers, and have an influence on the scholars, for all would be moved with the desire to make a good appearance when they were visited. In that teachers would be more attentive to their duties. This would be an improvement that is practical under our present circumstances. In the second place, in order to secure better teachers, let our chosen freeholders, as the law requires, appoint county examiners, and so relieve the town superintendent from the difficulty and delicacy we may sometimes have concerning a doubtful case. This might secure to some schools, where they have more money, better teachers, and to others, perhaps none. In the third place, better teachers, no doubt, could be had if we had more money. I think if the State undertakes to educate, she ought to see the absurdity of providing forty cents per head per annum for the education of her children, leaving it to the decision of a town meeting whether any thing more shall be done or not, then limiting them to a sum not more than half sufficient to secure good teachers. As long as things remain in this way, we cannot expect much improvement in our common school system.

Yours with respect,

R. J. BRUMAGIM,
Town Superintendent.

MONMOUTH COUNTY.

HOLMDEL.

DEAR SIR:—In answer to your series of questions, I submit the following:

1. I am not sure we need further change in our school law at *present*, as the people generally do not seem to be ready for a law more liberal and stringent. But we need a school register, prepared by the State Superintendent, adapted to the questions usually sent to the town superintendents.

2. A variety of influences may be brought to bear upon parents, adapted to interest them more in the education of their children; but we cannot expect them generally to be so deeply interested in the matter as they should be, without more education themselves. But this indifference of parents to the education of their children will gradually give way, as education becomes more general, and as the children come up to take the place of their parents. This indifference, however, cannot be overcome in a day, or in a year.

3. The services of active and efficient teachers may be secured by giving them an education adapted to this end; by refusing to give a license to every applicant who is not competent to teach a public school; and by increasing the pay of teachers.

Respectfully,

CHARLES E. WILSON,
Town Superintendent.

UPPER FREEHOLD.

DEAR SIR:—You will perceive by the report that I have not the proper data to make a correct report.

In my visits to the schools I repeatedly requested the teachers to give me (or leave with the trustees) a full report of each and every quarter, but some of them taught their terms out, received their pay, and went away and left no report, consequently I have endeavored to make the best report I could with the information I have. Excuse the lateness of the report. I did not receive the blank (or report) in time to get it to you by the 10th inst. It was sent to Imlaystown; my address is Allentown. I have reported two hundred children as not attending public schools at all, perhaps some of them may have attended school for a few days during the year.

Yours truly,

ROBT. W. MILLER,
Town Superintendent.

SHREWSBURY.

DEAR SIR:—I notice that male teachers at present are in great demand and very hard to procure. The reason is obvious. We raise no more school money than we did six years ago, and consequently are unable to pay our teachers any greater salary. The expenses of living however, have greatly increased, and teachers will not and cannot work for the same wages. We must, therefore, provide more money, or we cannot receive the services of the best teachers.

JOHN S. APPLGATE,
Town Superintendent.

RARITAN.

As you request, I accompany my statistical report with the following answers to your inquiries:

To the first question I would respectfully suggest that the law should stipulate the amount which must be raised by township tax for educational purposes, meaning by that the actual payment of teachers. As the case now stands, a township may raise any sum which the irresponsible may vote, or no sum, which the indifferent may not vote; i. e. the *minimum* may be \$0, or the *maximum* may be

\$3 per child. Then, as to reaping the benefit—a district may lie in two townships, so that the one-half that pays nothing may enjoy the liberality of that which pays all the State permits. Here the parsimony of the one defeats the object sought by the other, which was to give to its children free schooling.

Further upon this point, the school moneys: I think the present law, which makes the town superintendent the custodian and paymaster of the teacher, is calculated to keep out of that important position men whom it is desirable should be so employed. Such as want the office in order to handle the funds, are hardly likely to make the best officers, and those who dislike this feature of the duties are just the ones to decline because of the obnoxious necessity of giving bonds. It seems to me that the local collectors might pay the orders, such orders having first the signatures of a majority of the trustees of the district, and *in addition*, that of the town superintendent also.

To your second question, "How to secure the interest of the parents?" I suggest an annual examination, (not exhibition—they are generally shams.) If possible, let one of the county visitors be present, and let the town superintendent, as being conversant with the facts, point out the real progress, or otherwise.

To the third question, I think efficient teachers can only be secured in the following way:

First—Remuneration must be adequate to the service rendered. This would be met by the suggestion first given. But it is not enough to offer inducement. The drones will come where the honey is provided. The next step is to secure ability, so that

Second—I would suggest the grading of teachers according to *professional*, not *intellectual* ability. I draw this distinction because the best educated men are not always the best instructors—they are often not "apt to teach." Moreover, the grade should be specified in the license. A teacher of a second or third grade may do efficient and acceptable service in a school, whose wants are correspondent. But no teacher is worthy of the name, who does not aspire to excellence. Hence the aim should be to possess and deserve the grade No. 1. Further, to secure this, those not possessing a No. 1 license should be regarded as progressive candidates for that honor, and should be held subject to periodical examinations, until that end is gained. The result of this would be, that the class of teachers who only teach for the time being would decrease, and the class of professionals would become increased, and an *esprit du corps* established, to the very great advantage of education.

As to my own township, I will only add that our schools have not averaged the present year their full time, that we have had considerable change, perhaps to some advantage, and that our present corps of teachers are noble spirits, endeavoring to do their duty in their respective fields.

SAMUEL LOCKWOOD,
Town Superintendent.

MIDDLETOWN.

Enclosed will be found correct answers to your several questions concerning the schools of this township. I regret that this report has been delayed until this late date, but if a school report is worth anything it should certainly be correct; and the only reason I can give for not sending it sooner is, your blank was not received until within five days of the time you asked to have it returned, which made it utterly impossible for me to collect the required statistics from the different schools in the limited time given.

To the first question, viz: What changes should be made in the school law, and why? I can only answer, that from an experience of twenty years as teacher and four years as Town Superintendent, I have found the greater part of our school law utterly impractical, and if a town superintendent should attempt to enforce the law to its full letter, it would almost at once stop the whole machinery of our common schools. The law requires the appointment of county examiners, who, with the several town superintendents form a board, whose duty it is to examine and license teachers. Now no teacher (according to law) has a right to engage in a school without first procuring a license from this Board of Examiners, and to procure this license the Town Superintendent, with the teacher, must perhaps travel from one end of the county to the other, in order to meet the county Examiners, or the latter officers must visit a township every time a new teacher is engaged. The consequence is, teachers are often employed without having a license, and perhaps teach terms in gross violation of the law, and yet the superintendent is pledged, under heavy bonds, to perform his duties according to law, and see that the law is faithfully and impartially enforced. Then again, town superintendents and county examiners often disagree, one utterly ignoring the authority of the other, thus producing discord and confusion. Superintendents are required to visit every school once a quarter, for which the law allows him the meagre pittance of one dollar per day, which is scarcely enough to pay for his horse's feed, allowing him nothing for the responsibility, his time and labor. How can school officers, more than any other class of men, be expected to give their time and labor without due compensation?

The fact is, we have too many offices and too little pay. We should either dispense with the town superintendents, or county examiners. I think that the school law should be so amended that instead of having county examiners and a superintendent for every township, have one superintendent for three or four townships, he to visit the schools as now required, examine and license teachers, and who shall be required to devote his whole time for the benefit of schools, and for which he should be allowed a liberal compensation. This superintendent should be appointed by the freeholders, instead of being elected, as other town officers are, as it would undoubtedly avoid, in a great measure, bringing our school interests in contact with politi-

cal issues. In my humble opinion, this superintendent should be a practical common school teacher—neither lawyers, doctors nor clergymen should ever receive the appointment, for it is seldom that either the one or the other, has other than vague ideas of the necessities of common schools.

As to your second question, viz: "What is necessary, in order to secure a good degree of interest on the part of parents in regard to the education of their children?" I can only say, give them as little control as possible over the educational interests of their children; for a large portion of the American people know as little about properly educating and governing children as a horse does about a Greek testament.

Your third question, "How may we secure the services of active and efficient teachers?" Select a number of suitable young men from every county, educate them at the public expense, either at normal or other schools, and then let their compensation be sufficient to induce them to follow the profession of teaching in preference to all others.

What is the use of training females for teachers, when we know that in the great majority of cases the public will be benefited by their services as public school teachers but for a short time? Not that I am opposed to female education, but we all know that matrimony is the great end for which most of them live, and when once married, their career as teachers is at an end.

Several of our common schools have been vacant a greater part of the year, owing to the fact that male teachers could not be procured, and the people were not willing to have any other. Where are all the graduates of our Normal School? I believe we have never as yet had the services of one in this township, and I believe there have been but very few in the county. The fact is but few Normal teachers ever follow the profession after they graduate, but finding themselves qualified for almost any other avocation, they go in pursuit of that which affords them a more liberal compensation.

Now, sir, we may recommend and advise, but it is for our legislature to act; in them lies the power to bring our educational interest to a higher standard, and unless they do something to awaken a greater interest, and improve the facilities for educating the young, our common schools will be common indeed.

D. P. VAN BRACKLE,
Town Superintendent.

OCEAN.

DEAR SIR:—Enclosed find annual statistical report for Ocean township, Monmouth county, which has been made from the most thorough research among the records of the various districts of the townships, and will give a fair estimate of the educational interest our citizens are possessed of. Your circular having arrived so re-

cently that I have not gained the time to ventilate my ideas of the changes in our present law, that would seem necessary, but would remark that in a general sense, there is much of our present law that fails to conform itself with the advanced rates of expense that is necessarily incurred by the institutes of the various districts, which for so long had been able to maintain free schools where it now become necessary to have a long vacation or partial payment by the patrons of the school. It would therefore seem necessary to so change the present law, that the school fund be increased to a proportionate rate of the present expense incurred, and to secure the earnest co-operation of the parents. A sufficient salary should be guaranteed to competent teachers, that will make the profession of teacher the honorable position that educated men occupy in the social scale of existence. This is the method I would suggest, and close this short report with a promise in behalf of our citizens, that a corresponding liberality of the law makers will incite a like interest in those that are to be the recipient.

Yours truly,

T. CON. MORFORD,
Superintendent of Schools for Ocean Township.

MILLSTONE.

I regret, sir, that I am unable to respond in full to the questions presented for the annual report from Millstone township.

There has not a single report been handed to me from the teachers of this township for the past year, save one. Many of them who know what the law requires, look upon it as an unnecessary and unmeaning thing.

The *views and feelings* of the people are far behind the age, on the importance of *good public schools*. With some few exceptions, they seem to think that any kind of a building is good enough for their children, and any kind of a teacher is good enough to impart instruction, provided it is done cheaply. Notwithstanding the great advance of living expenses, and the utter impossibility of manning our schools with competent teachers at the old rates, they are still voting to raise two dollars per scholar, as they did years ago. They wish *free* schools, grumble at taxes laid upon them even for fuel and necessary repairs, and then wonder why it is that we cannot have better schools. I think that it would be an excellent thing if our Legislature would take some action, to increase the State appropriation and to compel the townships to raise at least three dollars per scholar more if necessary to get competent teachers. The people, for the most part, are able; but it seems as if they want some power to push them on to that which involves alike their duty and interest. Not more than two-thirds of those who are of schoolable age attend, even when there is school. We have, in one district, some thirty-five or forty colored children, of which number not more than three or four get any ad-

vantage of the public school fund. They are not strong enough to have a separate district, and it is difficult to know what to do with them.

One of our districts embraces nearly one-third of all children in the township, and employs two teachers, having a primary and secondary department. The school is conducted on the graded principle. But even this district hardly dares go a dollar beyond the public fund, so that they are limited for the most part to female teachers.

We have one district—rather small—that has tasted of the *sweets* of our State Normal School. They have a graduate from that school, and so impressed are the people with his worth that they put their hands in their pockets, nobly and cheerfully, and come up to the tune of one hundred and fifty dollars per quarter, whereas, with common, ordinary teachers, they were satisfied with the old tune of seventy or eighty dollars per quarter. What better argument can we have for nourishing and sustaining that noble State institution, the Normal School? I wish all the schools in our township were filled with graduates from it—I should look for a far brighter future from the rising generation. We should have better men and better women to adorn and bless the State and church. Larger salaries will command better teachers, and better teachers will enlist a deeper interest on the part of parents.

You ask "What amount of compensation I expect for the year?" I answer from thirty-five to forty dollars. The law requires us to visit each school *once a quarter*, oftener if necessary. I take time, horse and carriage and dinner, and then can scarcely make two visits a day; and for this the State allows me one dollar a visit. I think that if school superintendents were *better paid*, that they would take a deeper interest in their work. Hoping for more enlarged views, and a more liberal spirit towards our common schools, so important and necessary for the honor, safety and prosperity of our liberties, civil and religious,

I am, yours truly,

J. L. KEHOO,
Town Superintendent.

MARLBORO.

DEAR SIR:—It has been impossible to give correct answers to all your questions as your circular only reached me yesterday, yet I think the estimates are nearly correct.

We have never had county examiners until this year. I believe that they have accomplished a great work. The gentlemen appointed were warmly interested in the cause of education.

One of our greatest wants is an increased interest on the part of parents. I think if they could be induced to visit the schools oftener the result would be most beneficial.

I think that the only way to secure first-class teachers is to pay

first-class prices; make the salaries an object sufficient to attract persons of talent, and we will have teachers energetic and efficient. The amount I will be likely to receive for my services will be about twenty dollars.

Yours respectfully,

J. D. HONCE,
Town Superintendent.

MATAWAN.

In addition to the statistical report, permit me to submit the following remarks:

The schools in this township, with some few exceptions, have had efficient teachers during the time they have been kept open. In some instances we have been under the necessity of licensing teachers of limited acquirements, to accommodate districts that thought they had not the ability to employ a well qualified teacher—for good teachers always demand good salaries. In the examination of teachers, I have generally preferred the school room for the place of examination, as experience has taught me that a man or woman may be possessed of good literary attainments, and yet not well qualified to govern and impart. Those schools in the township that have good teachers are in a flourishing condition: in these the progress of the pupils is perceptible; others are in a low state, owing, in a great measure, to a lack of educational zeal on the part of the people of the districts in which they are located. I am convinced that a general diffusion of proper information among the people can only be accomplished through the instrumentality of free schools, and my experience during the past season confirms me in this conviction. The system of applying the public money to the partial discharge of school bills could not be avoided, inasmuch as the money was insufficient to maintain the schools free, except during a small portion of the year. I hope the time is not distant when the public schools of the State will all be free; when every child within her borders shall have the privilege of receiving an education.

GEORGE W. BELL,
Town Superintendent.

FREEHOLD.

DEAR SIR:—I herewith send you a report of the public schools in this township, for the year ending November 10, 1866. School is now open in all the districts. There appears to be an increased interest on the part of parents to have their children educated.

Schools have been kept open twelve months, allowance being made for vacations, in Districts Nos. 1, 2, 3, 7 and 11; nine months in Nos. 4, 5 and 6. The whole number of children in the township between the ages of five and eighteen, as reported by the trustees of the several districts, is 1,197, an increase of thirty-six over last

year; of this number one hundred and twenty-one are colored, a decrease of eighteen from last year. There are eight entire districts in this township, all of which are supplied with good, faithful, laborious teachers. This township also furnishes parts of four districts in adjoining townships. Schools have been free in all the districts except two in this township, for the last year.

The amount of money paid into my hands since the 15th of December last, by William B. Sutphin, former township collector, is \$2,700, township money raised by tax for school purposes; and by Thomas Newell present township collector, \$253.76 State money, and \$199.00 county surplus money, all of which has been appropriated to the several districts.

Respectfully yours,

J. W. BARTLESON,
Town Superintendent.

HOWELL.

DEAR SIR:—In writing this report I do not know that I can add anything of peculiar interest to my communication of last year. Everything connected with our schools seems to be moving along about as usual. There are evidences of considerable interest among the people of our township relative to the cause of public education. These evidences, however, are more marked in some districts than in others; and as a legitimate consequence, the schools in those particular districts exhibit a larger and more regular attendance, also more progress and advancement; still, much remains to be accomplished. We need larger appropriations for school purposes, more active trustees, more energetic and efficient teachers, and a more generous co-operation on the part of parents, to insure that degree of progress and attainment in our schools which every good citizen would certainly rejoice to see.

In answer to the question, "What is necessary in order to secure a good degree of interest on the part of parents in regard to the education of their children?" I will say that there *are* many parents in our township who *do* feel a "good degree of interest" in relation to this subject, while there are others who seem to manifest but little, if any, concern in this respect. Would it not be good policy to make it obligatory, by statutory enactment, upon all such, to send their children to school for at least a certain part of the time? By what other influence they can ever be reached I know not.

To secure the services of more active and efficient teachers, I know of no plan but to offer increased pecuniary inducements, and this can only be done, if the schools are kept in operation as heretofore, by means of larger appropriations.

Respectfully yours,

JOS. B. GOODENOUGH,
Town Superintendent.

MORRIS COUNTY.

WASHINGTON.

SIR:—Pardon the delay of the enclosed report, as I have been absent in the city. I find the questions so numerous that I am obliged to estimate quite a number of them. From the fact that when visiting schools it is impossible, in a country place like this, where no regular record is kept, to post myself accurately in regard to all of them, although I think I have not come far out of the way in my answers. Our teachers are all of good qualifications, and seem to take a deep interest in the advancement of their pupils. I think also that in this section the cause of education is decidedly on the increase, and that much more interest is manifested on the part of both parents and scholars. The district school of this place, No. 5, has already sent out two good teachers, and one, after teaching some months, decided to go to the "Normal School," Trenton, where she is now, (a young lady of decided ability.) Other districts have those who are preparing themselves for teachers; so that instead of being in any way discouraged, we have every reason to be elated with the prospect for the future.

I have not time at present to send you anything worthy of report, but will endeavor to send you something as soon as time will permit.

Yours very truly,

H. W. HUNT, JR.,
Town Superintendent.

ROXBURY.

SIR:—The condition of the schools in this township has not changed, to much extent, since my last report. We have a considerable amount more of public money to distribute, and by so much there is manifest improvement. Some of the districts in this township embrace a population scattered widely over the county, so that the schools are very uncertain and irregular. This would not be, however, if its full measure of importance were attached to the subject of education; and the first step, or rather the first object, must be to awaken the necessary interest. But before this can be accomplished, there is another evil that must be overcome. The pay of teachers in these country districts is generally like the schools, very uncertain, and scanty at the best. Now, is it to be supposed that well educated and qualified teachers (and of such there is no superfluity,) will be content under such circumstances to assume what is always an arduous, and often a very thankless task? It is well known that the most forward schools are the most easily taught, while those that consist of scholars just beginning to spell or read are comparatively uninteresting and unprofitable. Thus it results, that where a competent teacher is most

needed, the people are obliged to take such as offer, or none at all. I say needed the most, for in such places where an educational interest seems unaroused, the administration of untaught, unsystematized men, will always keep it so. If we would change the state of things, it must be done by amply rewarding the good, practical teacher, who may convince parents, by their children's improvement, that there is some reason and purpose in supporting schools among them. The idea, which so strongly exists in some places, that a scholar is sufficiently educated when he has learned to read the Testament, and has solved the mystery of numbers as far as the rule of three, must be done away with. I am speaking more particularly of the rural districts—and they must be made to apprehend that the march of education is onward; that the man who, twenty years ago, would have passed for a good scholar, with the acquirements twenty years hence would be decidedly "behind the age." Let the youth of our country receive a sound and intellectual education; let their minds be improved, and richly furnished with the material for rational thought, and our glorious Union will be safe, our laws revered, because established in justice, and the braying of Northern fanatics, with the howling of Southern hotspurs, will pass away with the idle breeze, which no sensible man regards.

Respectfully yours,

DAVID S. WORTMAN,

Town Superintendent.

ROCKAWAY.

On the receipt of your circular the schools in this township were generally closed, and did not commence prior to the 15th of November.

It has been impossible for me to obtain the necessary information until within a few days, and much of it I had to obtain by personally copying many of the school registers.

No marked improvement has taken place within the past year. Schools are kept open while the public money lasts, and, with few honorable exceptions, close when that is expended. The township imposes a tax of two dollars per scholar, which is utterly insufficient for the maintenance of proper schools. For three years our taxation on account of bounties will be heavy, but at the expiration of that time I have no doubt but that our school tax will be materially increased and cheerfully paid.

We need a competent and efficient county superintendent, whose salary shall be such that he can devote himself entirely to the duties of his office. It requires one who has himself been an excellent and successful teacher, to visit schools with any benefit to the teacher or his pupils. A county superintendent could awaken an interest in behalf of public education when every effort of a town superintendent would fail. The latter officer, in most townships, has become entirely

identified with politics. Some seek the position possessing the requisite capacity, are elected, but cannot attend to its duties without materially injuring their private business. In all such cases the schools must suffer.

Can no standard of text book be established either throughout the State or a county? Half the time of our teachers is wasted by various editions and authors upon the same subject. I have tried to remedy the evil in this township but have utterly failed.

I believe a judicious course of study, and the text books which should be used, should be established by those high in authority, and a manifest improvement would be speedily exhibited both in teacher and scholar.

Our teachers, for the most part, teach but three or six months. They do not intend to make it a vocation, and never acquire the experience requisite to success.

Until a sufficient sum shall be annually raised to procure able and experienced teachers, the schools in this township will remain in their present condition, and all who desire that their children shall receive even a fair education, must send them away from home.

Respectfully, &c..

LOUIS F. WADSWORTH,
Town Superintendent.

HANOVER.

DEAR SIR:—I have only one point to make in answer to the very pertinent inquiries you propound. The chief difficulty with our school system, laws, teachers and parents, as it appears to me, grows out of popular ignorance. Them who seldom go far from home, and then never visit model schools, have no definite ideas of what is best, and hardly of what is good. They cannot be expected to buy books, but they do take the *papers*, and would welcome readable and disseminating articles upon this whole subject, school houses, premises, teachers and parental duties also. Many of our editors are familiar with the subject by personal experience as teachers, and are fully competent to speak. Others have cultivated men and men of leisure, at hand, who would cordially give the matter attention, if editorially invited. Our periodical should speak, for they have the ear of the audiences, and can reach them effectually. When national questions are a little more out of the way, I hope we shall see some light thrown upon a subject of such vast importance to us in every possible respect.

Truly yours,

L. THOMPSON,
Town Superintendent.

PEQUANNOCK.

DEAR SIR:—Herewith I send the annual report, filled out as nearly accurate as possible. The report being called for a month earlier than heretofore, I had not full returns from all the districts, and consequently was obliged to fill blanks by estimation. The report was delayed by reason of my being called away from home several days last week. There are some points connected with our school laws with regard to which, if time will permit, I may communicate my views.

Respectfully, yours, &c.,

JOHN L. KANOUSE,
Town Superintendent.

PASSAIC.

SIR:—I have the pleasure to transmit the first annual report from the township of Passaic, which was formed from the township of Morris, during the session of the last Legislature. In filling up the blank report, I have had to depend, in part, on my personal knowledge; the frequent changing of teachers in several of our schools, and the want of school registers in others, renders it somewhat difficult to obtain correct statistics; but still from my frequent visits and intimate knowledge of the facts, I think the filling up will approximate very near the truth.

It gives me much pleasure to report the evident improvement of the scholars in many of the schools under the charge of experienced teachers, who have labored faithfully to discharge their duties.

We need greater home facilities for training up teachers to supply the great demand for competent teachers.

Our school houses are not what they should be, either for the comfort of the pupil nor as regards their location; some of them are located on some lone spot of ground, which to all appearances, can be used for nothing else.

Trustees and parents do not visit the schools in their own districts as much as they ought.

Yours, &c.,

THEODORE SMITH,
Town Superintendent.

CHESTER.

DEAR SIR:—Enclosed I send the statistical report of our township, as accurate as I can make it. Where unable to answer, I have left a blank.

There is still but a languid interest in our township in regard to public education. The great evil in our schools is want of punctual attendance. To secure the services of active and efficient teachers, I

think requires such a salary to be paid as will draw an abler class of men and women. With wretched pay we can only have indifferent teachers.

I do not know how parents can be more interested in common schools until there is a higher standard of intelligence and a fuller appreciation of the benefits of education.

You ask what amount of money I will probably receive for services as town superintendent; it will not be more than ten or twelve dollars.

Yours respectfully,

JAMES F. BREWSTER,
Town Superintendent.

OCEAN COUNTY.

UNION.

There is a school for small children kept open all the year in the Fourth District; this district is the largest in the township, containing two hundred and forty-two children. In this district there is also a private school kept open all the year.

To answer your questions it would be necessary to keep a register in each school, which has never been done in this township.²³ It would also take more time for the Superintendent to inform himself than the people would be willing to pay him for.

There is nothing particular to say in reference to the schools of this township, they move on as heretofore; sometimes the spirit moves the people, and they make a start that looks encouraging, but the excitement dies out, and we fall back to the old mark.

JAMES EDWARDS,
Town Superintendent.

DOVER.

DEAR SIR:—Enclosed please find report, returned with blanks filled as near as I am able to report.

Our schools have not been kept open the past year as much as I would wish to have them, owing to the difficulty in procuring teachers, as they demand much higher salaries than formerly, which, of course, it is necessary they should have. We hope, however, to be able to get teachers, so as to have our schools kept open more regularly in future. As taxes have been so high for the past few years, our people have neglected to raise sufficient funds to make our schools entirely free, therefore it accounts for the very small attendance. I hope, however, there will be some way provided, that our schools may be kept open, that all may be the better educated.

Our schools, so far as has been taught the past year, have progressed very well.

Very respectfully, yours.

JOHN AUMACK,
Town Superintendent.

BRICK.

DEAR SIR:—I think the school law is all that I could desire. I do not see any alteration necessary.

I have just visited six schools, all of which are full, with good teachers. One district has had no school last year, on account of not having a school house, but has one nearly finished. Two other districts have had no school, on account of their houses being unfit; one of them will probably make an effort to build a school house during the present winter. Taking the whole township together, I think there is a good feeling with all the people in regard to schools, all seeming desirous to get their children to school.

The appointment of County Examiners is a very good thing; it prevents unqualified teachers from intruding upon trustees and giving the superintendents much trouble.

Respectfully, &c.,

B. H. FIELDER,
Town Superintendent.

PASSAIC COUNTY.

WEST MILFORD.

DEAR SIR:—I received both your first and second blanks, but both were much delayed by being sent to Newfoundland, which is not the nearest post office, and I had to collect the necessary statistics to answer your interrogatories, which the law has required to be done by the 15th of December in each year. I have not thought it necessary to send any written report the present year, as all the information I could give is contained in the answers to your questions.

Yours respectfully,

HORACE LAROE,
Town Superintendent.

POMPTON.

DEAR SIR:—Please find enclosed with this the blank you sent filled up, with as much accuracy as possible.

The suggestions which I have to offer, in addition, will be such as have occurred to me while reflecting on the questions you propose.

To my mind, question No. 2 is possessed of the highest significance, and I shall read with some interest, the answers which are given by the friends of education throughout the State, to the question, "What is necessary in order to secure a good degree of interest on the part of parents in regard to the education of their children?" As it seems to me, the great desideratum now is, a proper degree of interest on the part of parents and of society in general, in regard to the education of the young. Let this be felt and manifested; let parents understand aright the value of intellectual and moral improvement to their children; let the philanthropist and the patriot realize the influence of a sound education in perpetuating our liberties, and elevating everything that promotes our civil and social enjoyment—in a word, let society in general be awake to a sense of the great value of education, and our school laws would soon assume the proper shape; nor would there be any longer any complaint of unqualified and inefficient teachers.

Such an interest in the cause of education would furnish the compensation to remunerate properly qualified teachers, and imperatively demand the services of such and only such.

That parents do not feel a proper degree of interest in education, in our own townships, is plainly proven by the facts, which it pains me to report, that of our 698 children, only 393 have been in school during the past year; and of our seven schools, only two have been in operation the whole year. That a like want of interest is felt throughout the State is evident, from the fact presented in the last annual report of your predecessor, that 78,112 of the children of the State, between the ages of five and eighteen years, were not in our public schools at all during the past year.

In regard to changes in our school law, I have but one suggestion to offer. It is that provision be made by our State Legislature for the establishment and assistance, at least, if not support, of schools of higher grade than our common district schools. The time has come when multitudes of the sons and daughters of our State are seeking better advantages than are afforded, or can be in our district schools. And why should they be obliged to go to other States for them, or resort to institutions which private enterprise has established? It seems to me that our State should make provision for the education of her own children. In this particular I think we would do well to imitate the example of our sister State of New York. Her system of academies is a noble part of her educational establishment.

Would that in all our villages, and at suitable centres in our wealthy agricultural and mineral regions, we had academies established under the supervision and support of the State, where the classics, the sciences, and the higher branches of an English education might be studied. And such institutions might be made to render an important service to the common district school by furnishing

them with well educated teachers. Each academy might be made a species of Normal School, or rather a normal department might be organized in each, and so they might do a work for our common schools which one single Normal School, however ably conducted, must forever be unable to perform.

I see, on referring to the last report of the State Superintendent, that he recommended something of the kind. I cannot forbear expressing the hope that this subject will commend itself to your favorable regard, that you will give it mature thought, and that you will strongly commend it to the attention of our next Legislature.

Not expecting to be called on for my report before the time fixed by law, viz., December 15th, I had requested teachers to send me their reports by December 1st. When your circular came asking it by the 10th instant, I did as well as I could, and got the reports in to-day. Now engagements press so that I am obliged to prepare this in more haste than I could desire.

Very respectfully yours, &c.,

JAMES E. BERNART,
Town Superintendent.

PATERSON.

DEAR SIR:—In reply to your inquiries, 1, and 3, I would state that I know but little of the working of the school system outside of our own city. We are constantly operating to secure the objects named. We have a Normal School, and require the attendance of all teachers for at least five years, or deduct from their salaries the same as absence from their classes. We raise a large number of our teachers from our own High School, and promote from the Primary to the Junior, Senior and High School, according to their merit, in ability to govern and scholarship, reported from the Normal School. We have three large brick buildings, one of which contains a primary school of 400 scholars and 8 teachers on the first floor, and a senior school of about 200 scholars and 5 teachers on the second floor; and a high school of about 120 scholars and 3 teachers on the third floor. This is the largest building we have.

As Superintendent of Schools, and Secretary of the Board of Education, I receive \$600 per year.

Our schools are in a prosperous condition. We have evening schools about three or four months in the winter. There are now attending evening schools about 250 females and 300 males, all deeply interested to learn. All our day and evening schools are entirely free—no charge whatever to the pupils.

Yours, respectfully,

WILLIAM SWINBURNE,
Superintendent.

SALEM COUNTY.

UPPER PITTSBORO.

DEAR SIR:—The schools in this township have been kept open longer this year than usual, and there has been a better attendance generally, and the children have made more improvement than last year, having had better teachers, with few exceptions, than formerly; two have attended the Normal School, and two are from the East, who are live teachers, fully up to the standard of the Normal. Others have done pretty well, and a few I consider not worth employing; but they were employed at a low salary, which, I suppose, was the main recommendation (for I see no other) with the trustees when they bargained with them. Low salary, and then not competent, is, I think, false economy. To make teaching a profession, a fair compensation should be allowed, at least enough to enable them to live and make a little besides. Those that do not make teaching a profession, as a general thing, are not worth employing at any price, and the trustees that do employ them are cheating themselves and the parents, as well as the children, by so doing.

In reply to your question in relation to alterations and changes in the school law, I think that the law should compel teachers, when presenting their orders or drafts, to report at the same time; that every township ought to raise two dollars for every child numbered in it; also, that the chosen freeholders should appoint county examiners, or the State funds to be withheld; and in incorporated districts that a majority of those present at a meeting legally called, should be sufficient to decide all questions in which the districts are interested; the two-thirds majority could not always be had, when a majority could. There is, in almost every neighborhood, those who have no children, and as a consequence vote against raising money for schools; they think more of the contents of their pockets than the interest of the rising generation; and a few others think anything beyond reading and writing is an evil not to be tolerated, as it "*will make rascals of those that are so high learned.*" Further, a compensation should be allowed by law to the trustees for transacting the business which they are called upon to perform. It would make it their interest to attend to the schools in time and in season, without that apathy and unconcern now observed, with a few exceptions, in most districts. To secure the services of active and efficient teachers is to employ none but those that make a profession of teaching, and are properly trained and qualified for the work, and pay a fair compensation, and none should be employed unless first licensed by the proper authority. Now many are employed without a license, and the superintendent is expected to license, qualified or not, so that they can receive a portion of the public funds—others merely take

up the profession for the want of other employment, and to "*kill time*," and when the term is ended the trustees sign their orders, and then they think their duty done, not stopping to inquire whether they have a license or not. The second question I am not able to answer with any satisfaction to myself, therefore I think it would not be to you. Hoping that the above report may prove satisfactory to you, I will conclude.

Yours, &c.,

HENRY H. ELWELL,
Town Superintendent.

SALEM.

DEAR SIR:—Absence from home for several weeks past must be my excuse for delay in the transmission of my report.

I have but little to say in addition to the accompanying statistics. Our principal school consists of one large building, divided into three departments, of primary, secondary and grammar school. It employs one male and five female teachers all the year. During my absence, the Trustees secured another small frame building, to relieve the surplus at the larger one, and that is just now in operation, making, in fact, two public schools. My duties are—weekly visitations, examinations of applicants for the position of teacher, and generally a little talk with the children, in the way of stimulus and encouragement to diligence and application to study.

Our school is doing well, and has quite a zealous board of Trustees. We spend \$2,500 annually on the school.

Yours, very respectfully,

THOS. F. BILLOPP,
School Superintendent.

PITTSBORO.

I herewith transmit to you my annual report, with answers to your series of questions as accurate as possible.

In reference to the attendance of the children, I cannot answer you accurately on account of the incomplete reports of the teachers. This is owing to the frequent changes of teachers in a great measure.

You ask for a report of the wants of our public school system. The greatest want that I can see, is a proper appreciation of the value and importance of education on the part of the people, so that their hearts may be opened large enough to appropriate money enough to employ competent, first class teachers, and to keep the schools open the year round; and, in addition to this, to choose competent school officers, such as will do their duty. Plenty of money and good officers are the great wants of the public school system here.

ELMER D. CHRISTY,
Town Superintendent.

PILESGROVE.

DEAR SIR:—You will see by my report that I have received no money raised by tax. This township heretofore has raised no money by tax for school purposes. At our town meeting, in March last, they ordered to be raised \$2,098, which will not come to hand before the first of January next, consequently I have received only our quota from the State, and surplus interest from the county. I have not answered the question relative to the children who do not attend school, as I could not determine whether it had reference to those who did not attend public schools, or those who did not attend any school. There are very few children who do not, in this township, either attend a public or a private school, that are between the ages of five and eighteen years. In some cases children attend both public and private schools during the course of the year. I attempted, at the bottom of the report, to give you a statement of a certain fund belonging to the Society of Friends, which is used for school purposes, but an unfortunate turn of my ink spoiled the document. I will now make the statement here, which will answer the purpose. The Monthly Meeting of Friends, of Pilesgrove, own a school house (always kept in good repair); they also have school funds belonging to said Meeting; they appropriate \$130 yearly for the payment of school bills of orphan and poor children in this township, of all classes and denominations. In consequence of the late law passed by the Legislature, prohibiting schools under the care and control of religious societies from the benefit of the public school moneys, they have given their house up to the school trustees in the district in which said house is located for the present. As many religious societies had schools established under their care and control long before the State had taken the matter of public schools into consideration, I would here suggest that some means be taken that religious societies, that have established schools, and are open to the public for the reception of all classes and denominations, to have their full share of public money, care and control of the same, with committees of their own choosing.

Respectfully,

JAMES WOOLMAN,
Town Superintendent.

SOMERSET COUNTY.

FRANKLIN.

DEAR SIR:—At the behest of the citizens of Franklin Township, I have the honor to represent some 1,100 children of the State, and as such, to address you in reference to a cause dear to my heart, and whose interests I feel bound by no trivial considerations to subserve to the best of my ability, hoping through you to reach a common

"*Alma Mater*," in order that she may extend over all her wanted, fostering care, and adopt her resources to their necessities.

My statistical report you doubtless received some four weeks ago. From that report, though not in all points accurate, owing to the imperfection or lack of school registers, you may gather pretty conclusively, that although much has been done, the aim of the State in providing so liberally for the educational interests of her children, is not reached in this township, and that there is much room for improvement. It is easier to see and regret evils in individual schools, and in the working of our public school system, than to suggest practical remedies. However, as you ask my views as to what is necessary, in order to secure a good degree of interest on the part of parents in regard to education of their children, how we may secure the services of active and efficient teachers, and what changes should be made in our school laws.

I will state that our township measures in length some twelve or fourteen miles, with an average width of four or five miles, and in this limited territory, with a sparse population in the main, we have no less than twelve whole districts and eight parts of districts. In one of these districts, the inhabitants are mainly farmers in moderate circumstances, and the public money is barely sufficient to pay a good teacher one quarter's salary, while in several, it is insufficient for two quarter's salary. My opinion is that several of the districts are unnecessarily small, and as a mean salary is in general a sure mark of a want of appreciation of the services of a good teacher, so it is undoubtedly a standing obstacle to the success of our school system. I think the district ought to be large enough, or the inhabitants able and willing to maintain a competent teacher three quarters in a year. And as privileges always bring corresponding obligations, and as laws are only salutary as their violation is penal, I think a wilful failure to keep a school open three quarters during any year, should by law be made sufficient cause for the dissolution of such district.

We have at Somerville an efficient Board of Examiners, who meet on the last Saturday of each month to fulfil the duties of their office. And although every licensed teacher is not necessarily a good teacher, nor every unlicensed teacher a bad one, yet my experience in school visiting satisfies me as to the necessity of licenses. And as teachers often commence a term with a view to being licensed, or perhaps with a view to dodging out of it, I would suggest whether it would not be better, instead of making the want of a license, shut out all claim on the public money, simply make it unlawful to teach a public school without a license, inasmuch as there is at present, in various ways, and often for very plausible reasons, much evading of the law, and that, too, with decidedly bad results. I think in this as in other matters, an ounce of preventive (of evil) is better than a pound of cure. A teacher needs not only a certain amount of intelligence and intellectual culture, with good moral character, but he must have a love for his work, an engagedness in it, and an aptness for it—and

as the latter qualities are only discoverable in the practical workings of the school room, I think there should be a close relationship and a hearty co-operation between county examiners and town superintendents. I dwell thus upon the necessity of securing good teachers, on account of its vast importance in itself not only, but because I find it has much to do, somehow, with the punctuality of the children. Every community needs to be instructed as to the importance of a good education, and it would doubtless be a wise outlay of money, if the services of some competent person could be secured, to lecture statedly on the subject in every school district; yet in the failure of such a course, I would recommend good teachers as a remedy for the evils resulting from the want of interest on the part of parents, and the consequent want of punctuality on the part of children. I might touch upon the desirableness of pleasant localities for good school houses, the variety of modern furniture provided for them, and withal the importance of a little fashionable music; but as the possession of all of these cannot compensate for bad teachers, and I have been struck with the strange beauty of a good school, in an old and ventilated school house, I forbear, hoping the time will soon come when every district in my township and in the State, being in possession of the jewel, the casket will in due time become creditable.

Yours,

J. R. WILLIAMSON,
Town Superintendent.

BEDMINSTER.

In accordance with my duty as Superintendent of Public Schools, I herewith transmit my report for the past year.

I find no lack of interest in the cause of education. Our school houses are being gradually modernized in the arrangement of seats and desks. We have one nearly completed in a district which has been without one for several years.

Out of the twelve school rooms that we now have, seven are nearly new, with all the modern improvements; two that will pass muster inside; and three that are decidedly on the old school system.

The majority of our schools are in charge of female teachers, in the proportion of nine to three. This ratio will probably change during the winter months. Most of our female teachers have had experience and are competent teachers, except in that one branch of their duties about which we hear so many complaints from school superintendents, viz.: keeping a correct registry of scholars and attendance—without which we are unable to give you an accurate report. How will this plan do as a remedy. Let the State or State Superintendent furnish each Town^s Superintendent once a year with a sufficient number of blanks, with the necessary questions printed on the margin to supply each school with four. At the end of each term let the teacher fill up the blank and hand it to the Trustees or Superintendent. They

will then see the necessity of keeping a register, and we can send you correct reports.

Respectfully submitted.

WILLIAM S. POTTER,
Town Superintendent.

BERNARDS.

DEAR SIR:—I send herewith my annual report of schools in Bernards township.

They have been conducted with commendable efficiency and success. The township voted last spring to double the amount formerly raised by tax for public schools; and the expectation and desire are growing wider and stronger that they will soon be made entirely free. This, with a more liberal compensation to teachers, is now the great want of our schools. On the meagre salaries paid, competent persons cannot be found willing to devote themselves to teaching. Those who undertake it merely for a short time—until they can do better at something else—cannot be expected to excel.

Some of the figures in my report are only approximates to the truth. The reports of Trustees are so meagre that it is impossible to give accurate information on all the points you desire.

Could you not prepare and send us blank forms, covering all the points you wish noticed, which might be put into the hands of the Trustees? If these were furnished, and no money allowed to be paid unless the order were accompanied with such a report, we could then have definite facts and figures for our annual reports. I commend this suggestion to your attention.

Yours, &c.

JOHN C. RANKIN,
Town Superintendent.

SUSSEX COUNTY.

VERNON.

DEAR SIR:—Enclosed herewith you will find my report of the public schools in this township.

It is not as favorable as I would like to report, but made up from the best information and conclusions I could arrive at. I find the schools in this town mostly without registers, which makes the report necessarily very imperfect. I think there is a fair prospect of improvement in our public schools, as we have established at present a

Board of County Examiners, composed of able and efficient men, which, we may justly expect, will be the means of our having more competent and qualified teachers.

T. T. SIMONSON,
Town Superintendent.

SPARTA.

I cannot say that I have anything of special interest to note in this my report to you, concerning the condition of the schools and the cause of education in the township of Sparta during the past year.

Our schools have been kept open more regularly, and there has been a better attention on the part of the children than the year before. Our teachers are all attentive, were licensed by the Board of County Examiners, and are considered capable to teach in the various districts in which they are engaged. In this particular I think there is a decided improvement on the plan hitherto practiced. Through the instrumentality of the Board of County Examiners, I anticipate much good to the cause of education. It will have the effect at least to drive out all would-be teachers, and leave the way clear for those who intend to make teaching a profession, and they, too, I believe, will be prompted to so prepare themselves, by diligent application to their studies, as to be an honor to their calling.

With regard to your first question, concerning our School law, I would say that I am inclined to the opinion that if our present laws were executed as they were designed to be, they would suffice for the time being.

Second—How to create an interest on the part of the people in the work of educating their children, appears to be a problem of difficult solution. It seems as though it were next to impossible for people to take an interest in what they do not admire, and they cannot admire that which they will not appreciate. I sometimes think if our schools were made entirely free, it might have the desired effect; but on the other hand, I am not unmindful of the fact that the advantages which are already within the reach of all, are not as highly prized as they deserve to be.

Third.—In order to secure the services of more active and efficient teachers, I think it necessary and advisable to recompense them for their labors better than at present, for, at the rates now paid to teachers, the best can hardly be secured, and, in a pecuniary point of view, one well calculated to teach school can do much better at some other avocation. But let teaching, like other professions, become a paying one, and it will call out the energy and intellect of the people, and thereby enhance the interest of the great and good work of education.

DANIEL STILWELL,
Town Superintendent.

SANDYSTONE.

DEAR SIR:—I return to you the report of this township to the best of my knowledge. By being absent when your report came to hand, I have not been able to return the report as requested of me. I have occupied the first opportunity to fill the report and return the same on this, the 12th day of November.

Yours, &c.,

BENTON BELL,
Town Superintendent.

HARDYSTON.

DEAR SIR:—Accompanying this you will please find annual report as per request.

My own opinion with regard to altering or amending our present school law is, that the districts who do not receive enough public money, and money raised by tax by townships to keep the school open three quarters in the year, should be compelled to raise and expend, say from twenty-five to fifty per cent. as much more in the school district for the purposes of education, as is received from State and township sources. My reasons are these: there are some schools, and the most of them who will not incur any expense of keeping the schools open any longer than the expense of doing so is paid by the public money, and money received by the township; and if they were compelled to expend more money than they obtain from the above sources, they would pay better wages to teachers, and thereby secure a better class of instructors and better school house accommodations.

In order to secure more interest on the part of parents, employ a better class of teachers, pay them better wages, and compel the trustees to visit the school monthly at least, and report at the annual meeting in writing. The services of more active and efficient teachers can only be obtained by increasing the compensation.

Will you be so kind as to send me three copies of the school laws as amended, for the use of Trustees.

Respectfully yours, &c.,

F. M. WARD,
Town Superintendent.

NEWTON.

In regard to the cause of popular education in this town, duty compels me to say that I have nothing encouraging to report. Newton is an incorporated town, containing about 2,600 inhabitants, and being the shire town of the county, and situated at the terminus of the Sussex Railroad, in the centre of a rich agricultural district, it is one of the most wealthy and thriving villages in the State. Our

merchants, lawyers, clergy, physicians, mechanics, and *select* schools will not suffer in comparison with any in the country. Yet with all this wealth, and talent, and mechanical skill, we are obliged to make the humiliating confession that there is no public school house that is the property of the district, and no public school that is worthy the name. True, there is an old academy that is used for district purposes, but it is a miserable, dilapidated structure, utterly incapable of accommodating one-fourth of the children of the district, and which stands as a monument of reproach and shame to this wealthy and flourishing town. There are six hundred children in the district between the ages of five and eighteen years, and we raise by tax \$2.50 per scholar. This amount, with what is received from the State, would be nearly enough to support a first class graded school. Yet these moneys are apportioned equally to the private schools, making none of them free any portion of the time, and the most of it going to benefit the more wealthy, who are abundantly able to educate their children without the aid of public funds. This distribution of the school money is without a precedent anywhere, within my knowledge. It is in direct violation of law, is manifestly unjust, and is working irreparable injury to this community. These select schools are excellent institutions of their kind, but they are subject to no control of the district trustees, and their rates of tuition are so exorbitantly high, as virtually to exclude all the poor, and many of even moderate means, from their benefits. The natural result of this is being felt in the whole moral tone of this community. There are many bright, interesting children growing up in ignorance, frequenting haunts of vice, and forming habits of dissipation, who might be saved to their friends and the community, but for this criminal neglect to provide them with the means of education. But who is responsible for this state of things? I answer, it is our public, leading men, whose voices and pens are eloquent in praise of our select schools, where they hope to secure superior advantages for their own children, without having them associate with the poor; while the district school is left to "drag its slow weight along" without their influence, their patronage, or their sympathies, and the great work of educating the masses is looked upon with disfavor—I had almost said with contempt. But I feel confident that a better day is dawning. The poor men, whose children have been so cruelly neglected, are beginning to *feel* the injustice to which they have submitted, and, if I do not greatly mistake, will, ere long, demand a change in the order of things. It is most devoutly to be hoped that my successor in office will not have occasion to speak of our school system, or rather want of system, in the disparaging tone that I have done, but that he will be able to chronicle the erection of such a school house as the wants of this people imperatively demand, and such as will be a pride and honor to this beautiful village. When we reflect that it is at our public schools that the great masses of the rising generation are to receive their only education, that they are there to form those habits of

thought, and principles of action, that are to govern them through life, it is passing strange that the christian, the patriot, or the philanthropist can regard their success with indifference, or withhold his influence and efforts from an agency that promises so much for the future prosperity and glory of our beloved land.

HENRY D. CHAPIN,
Town Superintendent.

WANTAGE.

In making my annual report, prescribed by the statute, it gives me pleasure to state that, in general, the schools in this township are in a prosperous condition. Four or five districts, rather given to change, have gone through their usual mutations. No school, changing its teacher every few months, has ever yet come to be much distinguished for scholarship—unstable as water—and can no more excel than individuals. The teachers employed in this township are generally well qualified for their station, but the changes are too frequent for the good of the schools; and the difficulty of obtaining suitable persons should all the more induce those in power to hold such as are really competent. A few dollars should not stand in the way of employing a suitable person to occupy the highly important position of teacher of a public school.

The County Examiners have done me good service in assisting to examine and license teachers. The amount of money raised by taxation in the township for the school year 1866, is fifteen hundred dollars, and the amount of State and revenue fund is eight hundred and seventy-two dollars and twenty cents: making in all, two thousand three hundred and seventy-two dollars and twenty cents.

They have raised for repairing and building school houses one thousand dollars. We have in our township twenty-two districts. All but one of the schools have been kept open for the year, and that district has built them a good school house.

The average number of months the schools have been kept open during the past year are nine. Five of the schools have been kept open twelve months; fourteen have been kept open nine months; four have been kept open six months.

I have visited the schools once, and some of them twice the past six months. The books used for instruction in reading, are Sander's second, third and fourth, and some of Town's series. The principal arithmetics are Colbern's and Stodard's mental, Thompson's, Davis' and Robinson's series; geography, Mitchell's, Morris's and Smith's; grammar, Smith's and Clark's.

The number of scholars attending for some part of the year, between the ages of five and eighteen, is one thousand and three.

The number of teachers employed for the past year was thirty-eight, fourteen males and twenty-four females. Some of the females were

hired for three months. The average wages of the males was twenty-three dollars per month, females fourteen dollars per month.

Yours, truly,

JAMES L. BENNETT,
Town Superintendent.

FRANKFORT.

DEAR SIR:—Having received unmerited favor from the people of my township, I have the honor for the first time to address you in this capacity. I do not presume I can say or suggest anything beyond what has already been said, that will be beneficial to the cause of education. It appears that one object in reporting is to collect the views of different ones—however little my views may be worth, they will at least add another paper to the file.

It is my opinion that the progress of public education in this part of the State is very much retarded for the want of suitable school buildings. The majority of our school houses are old and dilapidated—having been built many years ago, they are now simply pens, far inferior to the buildings erected at this time, for the protection of cattle or hogs. They are void of play grounds and the necessities that civilization demands.

Our school law should require each school district to have suitable buildings and grounds; school houses and their surroundings should be enticing to children. Another great obstacle is the hiring of teachers that will work for the least money, without consulting the applicant's ability; these difficulties exist and must be removed. Trustees should demand well qualified and experienced teachers; be willing to give them a fair compensation for their services; then will parents take an interest in their schools hitherto unknown. I know of no good school in which its patrons do not take an interest, contrasting greatly to that manifested in districts where poor schools are, through the incapacity of teachers.

Our State is far behind some of her sister states in her educational system. We have too many school officers, they merely clog and hinder the working of our educational machinery. Instead of two county examiners and a superintendent in each township, there should be but one efficient superintendent for the county, having the entire charge of all the public schools, making this his only business, and receiving a salary that will amply repay him. The salaries of our town superintendents are inadequate; if he wishes to visit a school he can hire a horse for about three dollars a day, and at the close of the year will receive one dollar for each day's service, provided he has made less than fifty visits; under such circumstances it cannot be expected that they will add much to the progress of education.

In my opinion it would be better for the cause of education and the health of children, to have some well qualified person to look after the condition of our school houses, than so many useless and ill paid

superintendents and other officers to attend to the schools. Although it has been detrimental to my pecuniary interest, I have endeavored to do my duty in visiting the schools. Notwithstanding the many barriers in the way, we have some active and persevering teachers: and I wish to express my entire satisfaction for the untiring energy and ability of a portion of our female teachers.

Teacher's institutes have been of great benefit to this county, and I regret we have been unable to hold one this year.

F. E. WILLIAMS,
Town Superintendent.

GREEN.

SIR:—Accompanying my statistical report of public schools in the township of Green, please find my feeble views in regard to what changes should be made in our school laws.

I have no changes to recommend. The statutes of New Jersey at present contain sufficient laws, if *moderately* enforced, to insure a greater degree of interest in the cause of education. I would say to the people, enforce the present laws, and if proved insufficient to bring about the desired result, repeal them and enact others.

Our present laws already prescribe the duties of officers, and for neglect of such duties penalties are attached. Without enforcement of the laws they remain as a "dead letter" upon the statutes.

I frankly admit that I do not feel myself exempt from censure and liability to punishment for neglect in discharging the duties of town superintendent of public schools. The strongest plea that I can offer for neglect in *endeavoring* to discharge the duties of superintendent of schools, as the law requires, is incompetency on my own part to discharge such duties in a manner to be felt profitable in furthering the cause of education, perceptible to those concerned.

In answer to your question, "What is necessary in order to secure a good degree of interest, on the part of parents, in regard to the education of their children?" I believe more frequent visits (in some districts, at least,) to the school room, in company with the trustees and superintendent, would soon awaken an interest that would be productive of much good, and an agreeable interest would be felt after an exchange of sentiment, on the best method of maintaining public schools. Teachers would feel encouraged in the belief that they were occupying a position in which the citizens of the whole community felt deeply interested. But how to bring in practice such visits I don't know, except that every parent urge upon his neighbor the necessity of the presence of the employers in the school room at least once in every quarter, there to inquire after the welfare of their children in their educational pursuits.

With a neat and commodious school-house, a skillful teacher, well paid, and well patronised, and encouraged by the presence of the employers and school officers occasionally, could not fail in producing

a visible improvement in the rising generation in the "pursuit of knowledge under difficulties."

The erection of an academy in District No. 2, in this township, is in progress, at a cost of not less than three thousand dollars, indicating a disposition on the part of the people to keep in sight of the requirements of the age. The inhabitants of other districts contemplate building new school houses, or making extensive alterations and much needed repairs.

With regard to play grounds attached to our school houses, they all have the public road for play ground. With, I believe, one exception, there is not a district in the township that owns a foot of ground outside the foundation of the building.

G. C. COOK,
Town Superintendent.

UNION COUNTY.

UNION.

In compliance with the law, the following report of the Superintendent of Public Schools of the township of Union is respectfully submitted.

The number of children in the township between the ages of five and eighteen years is 549. Our township raised by tax \$600, and received from State fund \$207.07—making a total for school purposes of \$807.07. The amount of money raised by tax is not sufficient to defray expenses. In six of the districts the deficiency is made up by assessment on the scholars; the other schools are kept up while there is money on hand, and the remainder of the year they are without schools.

Number of districts in the township, (two of which are fractional parts belonging to Westfield and South Orange townships)---	9
Number of public school houses in the township-----	7
Number of public schools kept open 4 quarters during the year-	4
.. 3	1
.. 2	1
.. 1	1
Whole number of children who have attended school-----	371
Average daily attendance -----	269

Terms of tuition, or assessment on the scholar, per quarter, \$2.00, which sum has been collected by the teachers of six schools of the district from the parents or guardians of scholars attending school, which

has been paid voluntarily, to the amount of over one thousand dollars.

Our schools have been kept open and free to all sexes and color, and said assessment only paid by voluntary acts.

Number of children who have attended school 4 quarters-----	109
“ “ “ “ 3 “ -----	84
“ “ “ “ 2 “ -----	112
“ “ “ “ 1 “ -----	38
Number of children who have attended less than one quarter---	28
Number of male teachers employed during the year-----	3
“ female “ “ “ -----	5
Salary of male teachers, per quarter-----	\$112 50
“ female “ “ first district-----	80 00
“ “ “ “ second “ -----	90 00
“ “ “ “ fourth “ -----	85 96
“ “ “ “ seventh “ -----	75 00
Amount of money on hand December 15, 1865, being the date of last report-----	\$451 96
Amount received of collector of tax-----	600 00
Amount of State fund-----	207 07
Total-----	<hr/> \$1,259 03

DISBURSEMENTS.

Paid by order of Trustees, for repairs of school houses, fuel, &c., as per vouchers-----	\$21 00
Teachers' salaries, as per vouchers-----	901 06
Total-----	<hr/> \$922 06
Balance, December 15, 1866-----	<hr/> 336 97

The condition of our school houses is the same as when last reported. Our teachers are all licensed, and are efficient and satisfactory in the performance of their laborious duties. The usual branches taught are—spelling, reading, writing, arithmetic, geography, English grammar and algebra. There has been some changes in teachers, but the most of them are the same as the three last years, and one of the male teachers has taught public schools in the township over twelve years.

In conclusion, I would state that I have endeavored to answer the law in the foregoing report, not having received circulars as usually furnished by State Superintendents.

Any further information, which may at any time be desired, will be cheerfully responded to.

NOAH WOODRUFF,
Town Superintendent.

WESTFIELD.

In the schools of Westfield township there is some advancement. We have more capable and experienced teachers, are all licensed according to law, and take great interest in their schools. Two of the five who are employed have long made teaching their business.

I have visited regularly each school once a quarter, and sometimes twice. Some of the trustees visit the school frequently, and some not at all. Registers, according to law, are regularly kept in each district. We have maps and blackboards in all the schools, globes in three.

We have five school houses in our township; one of brick, and of two rooms; one frame building, of two rooms, in good repair; one frame building, of one room, in good repair; one frame building, erected fifty years ago, recently repaired; one frame building, a mere shell, of one room, and kept open but six months in the year. The one of brick, erected fifty years ago, and the mere shell, should be taken down and give place to more substantial buildings. They answered very well twenty-five, forty and fifty years ago, but they do not now answer the purpose for which they were built. They do not correspond to the interest now taken in education, and our progress in wealth. There is an increasing interest taken in education among us, but it does not yet move the people to say, "Let us arise and build."

"What changes should be made in our school law?" Instead of one, there should be two town superintendents in each township, and in large ones, three. In that case the appointment of county examiners might be dispensed with. Reason 1. The system works well in Connecticut, and where it has been tried. 2. The examination by county examiners is often found to be inconvenient for town superintendents, teachers and schools, and is attended with more expense. 3. County examiners are often no better qualified to examine than superintendents. 4. They are not always appointed, because it is deemed useless.

"What is necessary in order to secure a good degree of interest on the part of parents in regard to the education of their children?" Let superintendents and teachers visit parents and guardians of children—let frequent examinations be held and addresses made by those interested in the cause of education.

My answers to your statistical questions are not all strictly accurate. Take one for example: The number who do not attend school is put down at two hundred and fifty. Most children among us are kept at home until seven years of age; many are taught at home until a later period, and others are educated at private schools in this and adjoining townships. In most cases, however, I am pretty accurate.

EDWIN DOWNER,
Town Superintendent.

RAHWAY CITY.

SIR:—I have the pleasure of reporting that the subject of education is receiving an increasing amount of attention in this city. We have three graded schools, in which are employed eighteen teachers, who are earnest and faithful in the discharge of their duties. In these schools we have on the roll the names of 1,271 pupils; besides these (including the Catholic, German, and colored schools) there are nine private schools. In these private schools there are about 350 pupils, which, added to the number that attends public schools, makes 1,521, leaving but 139 children between the ages of five and eighteen that do not attend school at all. Many, of course, of those who attend private schools, are over eighteen years of age; yet even making this allowance, the number who do not attend school any part of the year is very small.

I have filled the blank as I understand you to mean, counting each teacher as one school, thus making eighteen schools, when in reality there are but three schools, each of which has six teachers.

Not being a lawyer I cannot answer your first question. Your second question, "How can parents be interested in the education of their children?" I think can be answered in a few words—make the school an interesting place for children. If the attention of the children can be thoroughly enlisted in the school, *then* parents become interested. I think if our schools were made pleasant and attractive places for children, we should not have to complain of the lack of interest taken by parents in the education of their children. In order to do this, we must supply our schools with earnest, efficient, faithful teachers, who understand how to secure and retain the interest of children in their school. And this brings us to the last question, "How shall we secure such teachers?" By paying them such salaries as active, earnest, energetic men of ability get in the other pursuits of life. This, I believe, is the way to secure what we all so much desire—good public schools.

I receive \$50 for my services as city superintendent of public instruction.

Yours, very truly,

H. H. JAMES,
City Superintendent.

PLAINFIELD.

DEAR SIR:—I received but a few minutes since the statistics required from our public schools necessary to make out my report complete, which I send without delay. I think that no law should be passed that did not provide for the collection of a sufficient State tax for educational purposes. I do not well see how we can have a worse law than the present one.

Yours truly,

C. H. STILLMAN,
Town Superintendent.

LINDEN.

DEAR SIR:—In making my second annual report of the condition of the Public Schools of our township, I am happy to say that I see more interest manifested in the cause of education than the previous year, more particularly in districts Nos. 4 and 5, while in districts Nos. 1, 2 and 3, owing to a want of co-operation among the Trustees, there is not that interest felt that should be. In district No. 3, school has been taught three quarters—last winter by a male teacher, who was employed in opposition to the wishes of part of the district, and, consequently, had a small school, and taught only one quarter. In April last a very excellent female teacher took the school, and taught two quarters, had a large school, and was quite successful; but owing to causes mentioned above, the school is now vacant. District No. 1 is small, with hardly scholars enough to support a school. They employ a female teacher, and have kept the school open two quarters. In district No. 2 there has been no school all summer, but they have just engaged a male teacher for the winter. In districts 4 and 5 we have good teachers, both female, and keep the school open all the year.

During the past year we have employed two male and six different female teachers, the latter proving the most competent and successful. I am in favor of employing female teachers generally in preference to males, all my experience and observation proving that the former are better adapted by nature as teachers of the young.

Our school houses are entirely unsuitable to the wants of the age, being old, uncomfortable, inconvenient, and constantly wanting repairs—without play grounds, and destitute of the attractions so necessary to the minds of the young. I have visited the schools once, and in some cases two or three times each quarter, and with good results to both teacher and scholars, and have endeavored to induce parents and trustees to do the same. I require each teacher to keep a register, and make out a report at the end of each term.

When I entered upon my duties as Superintendent last year, I recommended singing in the schools as a recreation, and, as far as it has been complied with, has had a pleasing and beneficial effect. I wish it might be adopted by every school in the State. There is nothing, to my mind, that so relieves the monotony of the school room as to strike up a lively melody, requiring all the children to join in. This, at times, might be varied with pieces of a sacred character, as circumstances should require. Our schools have not yet been supplied with Guyot's Map of the United States; I should be pleased to have one for each school in our township.

I have filled out the blank report as nearly correct as possible. In answer to question No. 1, I am in favor of having our schools placed under the control of a Board of Education, with but few officers, and they to devote their whole time to the work, with a liberal remuneration for their services, and, with our schools free, we might hope to raise them to a much higher standard.

In answer to question second—We must make our schools attractive, by having comfortable and pleasant school houses, with suitable play grounds attached, and kind and efficient instructors, who will devote their whole energies to their work, and thus, by interesting the child we enlist the interest of the parent.

In answer to question third—The only way we can secure the services of active and efficient teachers, is by paying them a good salary, and thus encourage others to fit themselves for the great and good work which lays in store for them.

Respectfully, yours,

JOSEPH JANES,
Town Superintendent.

WARREN COUNTY.

PHILLIPSBURG CITY.

DEAR SIR:—Aside from the annual statistical report, now furnished, our schools for the past year (of eleven months) offer nothing of special interest more than my report contains for the year previous. In the matter of progress, they still sustain the good reputation of the past, and the efficiency, industry, and intelligence of the teachers in each department have lacked nothing of the energy and vitality of former years.

Through the whole curriculum of study, by all the teachers, "excellior" seems to be the watchword, and such being the case, improvement is not of course by any means problematical.

My time is so limited on account of pressing business duties that an elaborate answer to your interrogatories will be out of my power at present. Should I have the opportunity shortly, I will with pleasure communicate my opinions, derived from practical observation, on the questions propounded, and whether these opinions are worth much or little, or nothing, you will be welcome to them; concisely, however, and without argument, I would say that our school law should not limit the amount of money to be raised for school purposes, and the pulpit and the press should be used vigorously, with other accompanying appropriate local helps, to secure a good degree of interest on the part of parents in regard to the education of their children. If all these means should fail of accomplishing the result desired, then we may as well write "Ichabod" on our educational institutions, but that I hold to be impossible.

To secure the services of active and efficient teachers, we must pay them a suitable compensation for their brain labor, and respect the

calling of a teacher more than we do, and that object will be secured. At present many of them do not receive the compensation equivalent to their wants, and very few the proper respect due to their honorable position in society.

All of which is respectfully submitted.

WILLIAM R. WILSON,
Town Superintendent.

HARDWICK.

I was elected Town Superintendent last April, in the township of Hardwick, Warren county, and immediately entered upon the duties entrusted to me. Our township is not situated for making a very favorable report, as a part of it is connected with districts in adjoining townships. There are in the township five entire districts, and two parts of districts. In those parts of districts connected with Frelinghuysen township are good school-houses, where good schools are maintained the most of the year. Of the five entire districts, about two have two quarters per year, and three only one.

There is but little interest manifested for the advancement of education in our town. We have four frame and one stone school rooms, cheaply constructed; they are on the old plan, but all comfortable, except one, which is about gone down.

We have but a small amount of public money; State fund \$91.20, and \$22.40 left over from last year, which makes \$113.60 for this current year. We raise no money by tax for schools. The voters of the township say, by their actions, "We like our money, and we do not like to be compelled to pay it for schooling." Some, however, are willing to school their own children, but are not willing to help others to school theirs.

We have 257 children, according to the reports of trustees, between the ages of five and eighteen years capable of attending, about 200 of whom do not attend school some part of the year.

Our teachers are competent for their tasks, as far as book learning is concerned, and I am of the opinion that what children should be taught, outside of book learning, should be learned from their parents or guardians—at least the most of it; and further, that until their best interests are looked after at home, book learning will not progress very profitably.

L. F. L. WILSON,
Town Superintendent.

OXFORD.

Having answered most of the questions in the statistical report, there remains but little more to say. To aid every endeavor made for the advancement of education, should be not only the aim of every

community, but of every philanthropic individual, as it endows a community with the greatest capacity for improvement. Our Legislature is composed mostly of such as belong to that class who owe whatever of knowledge they possess to the free institutions of our country, and which are open alike to all. The schools in this township have not been in a very thriving condition; some of them are not in the condition in which the circumstances with which they are surrounded might place them. One cause of this is the scarcity of efficient teachers. This township pays two dollars per scholar, which sum is not sufficient to support free schools more than two terms, with one exception, and every effort to increase it is defeated by some clay-brained ninnies, who cry out two dollars or nothing, and by some, too, who have half a dozen children, who would be thereby benefited, while they, having but very little property, would have to pay but a small part; but they act thus to please some one who will thereby save a few cents. I think the best way to remedy this (not only in this township but in all townships throughout the State) would be to increase the State fund to the sum of two dollars per scholar, at least, and let the law remain as it is, depriving all townships of this money which do not raise a sum equal to the State fund, which would be for every scholar four dollars, which would make a sum sufficient to procure efficient teachers for all the schools. I think the State fund might be gradually increased by equal taxation to this amount in a short time, and thus might be promoted the continual prosperity of the common schools. There are three houses in use in this township which are not fit for any child or teacher to stay in, but in one of these districts I understand the people are making preparations to build a new one.

The requirements of the law are thus respectfully and briefly submitted.

H. H. RINEHART,
Town Superintendent.

HACKETTSTOWN.

DEAR SIR:—The schools of this borough are in a flourishing condition—well attended, and under competent instructors. Since my last report two select schools have been opened, one by Miss Bunting, the other by Mr. DeHart, both graduates of the Normal School. Both are full to overflowing, and the demand for a suitable building is urgent.

Yours, truly,

THEO. CRANE,
Town Superintendent.

GREENWICH.

In submitting my report of the schools in this township, I have little to say in addition to the report of last year. You will notice omissions in the quarterly attendance. This is owing to change of teachers, and nothing furnished me to make any report.

The schools are in about the same condition as last year. There is evidently much room for improvement, but unless some interest is taken by the immediate patrons of the schools, nothing that I can devise will bring them up to the standard that all well-wishers of an educated community can devise.

Teachers cannot do good service without the means to do with. The farmer cannot till the soil without necessary implements. The mechanic with whom you should contract to build you a house would look upon you as out of mind if you should insist upon his fulfilling the contract and the materials for it not furnished. And can you expect the teacher, without the requirements necessary, to do justice to the scholars and to themselves? All will admit they cannot. In the first place, then, we must have uniform books, and every scholar should have them. Then we must have regular attendance; books without that amount to nothing. Again, parents visit your school. Don't leave it all for your Town Superintendent. These visits will be an incentive to your children and will kindle in them strife to excel. I think if something could be done by law to have a uniform set of books it would add much to our schools. I find this endless variety of books a great fault with us.

Respectfully,

P. F. HULSHIZER,
Town Superintendent.

HARMONY.

This being my first year in office as Superintendent, I have not been able to answer your questions as fully as I could have desired. And in the absence of facts—owing to the teachers not having kept a proper register—I have approximated the truth as near as possible in answering series Nos. 1 and 2. There are eight districts in our township, and they are under the direction of good and competent teachers. It gives me pleasure to report that our schools are gradually improving. Some improvement might be made in many of our school rooms, yet we have some very good school rooms. I think the people begin to see the benefit of having well ventilated school rooms for the children to be educated in.

The whole number of children in the township between the ages of five and eighteen is five hundred and fourteen, as reported by the trustees of the several districts. The amount of money raised by tax for the use of schools, is fifteen hundred and forty-two dollars and one hundred and eighty-two dollars and ten cents revenue. We hope to be able to give a still more encouraging report for the year to come.

JOSEPH KORH.
Town Superintendent.

REPORTS OF COUNTY EXAMINERS.

ATLANTIC COUNTY.

DEAR SIR:—The enclosed report was sent to me by Dr. Ingersoll, of May's Landing, to be filled and sent to you. We have been acting as County Examiners since last May. Prior to that time there were no regular meetings, nor public meetings for the examination and licensing of teachers; hence all before that time is a blank. We now hold no other than public examinations, due notice being given of them in the county papers.

In answer to your question on the circular, let me say, that as a general thing, our teachers are efficient and active. Some of the public schools in the county will compare very favorably with any of the public schools of the State. In a few places there are inefficient teachers, mainly, because the salary offered is not sufficient to induce good teachers to settle in these places, where our grade No. 4 teachers find a welcome.

Parents manifest very little interest in the education of their children. In most parts of the county you can get scarcely a corporal's guard to attend an examination of the scholars, and what is worse still, the trustees are just as neglectful.

More than half of our school buildings are in good condition, and are supplied with black-boards maps, &c., but some of the rest are not fit for stables. How the children can maintain their health is more than I can say. The only wonder is, that they do not all die of fever, or some sort of throat or lung disease.

With regard to the school law, I have only one opinion, and that is, that it needs altering all over. It is so obscure in many places, that it gives rise to disputes and controversies without end.

Very truly yours.

F. R. BRACE.

BERGEN COUNTY.

DEAR SIR:—I received from my colleague your printed blank "Annual Report of the County Examiners," &c., and I will request him to fill out the blank he retained. At your solicitation I make a few suggestions.

1. We have not succeeded in anything of importance. We know little about the teachers in the county. We attempted to arrange a series of appointments in different parts of the county, but scarcely any one attended our first meetings and we gave it up, after inserting in our county paper a notice that we would, at any time, attend at our respective residences for examinations. The subject being new to us, we had no system. We had no instructions, simply a copy of the enactment and blank certificates. We found opposition from Superintendents—not all, but sufficient to convince us that the office of County Examiners was not very acceptable. Superintendents have examined as heretofore.

2. Parents are anxious to have their children educated, but their anxiety does not manifest itself in works, and our schools are by no means what they should be, consequently some are obliged to send their children away from home. Here, we are a scattered country village, and daily several of the children, within a circuit of two miles from our depot on the Erie road, go to Paterson to select schools, returning every day. We need a select or high school here, and while the people would favor it, no one feels like making it his business to see that one is established. Should the right kind of a man come to organize a school, and procure, under his direction, suitable buildings, he would, I think, be welcomed, and the people would respond. If you know of such a man, I should be happy to make his acquaintance. There are yearly additions to this place and vicinity of gentlemen from New York city, who come to live with us, and go to New York city daily to their business. A teacher, coming now, would grow with our growth, and he would be a nucleus, for a good school is always an attraction to people in the city making the country their home.

3. Our school buildings are kept in comfortable condition, but there is not pride enough in our schools. My theory is, that we should provide for our children at school, to make them as comfortable as we like to have them be at home.

4. Changes in the School Law. It seems to me it is not sufficiently condensed. It lacks arrangement, it needs revision. I cannot now think of looking over it to see what is objectionable; I have the inclination, but not the time. Two things suggest themselves. While the Superintendents are allowed by law to examine teachers, it is not to be expected that County Examiners will be able to accomplish anything, or much, that is satisfactory to themselves, the community

or the State; and my opinion is that there better be no County Examiners, or that they be the only examiners.

Another point. Your circular requires an annual report to October 1st. Our appointment was for one year, until next spring. Suppose I am removed next spring, or resign then, and another appointed, who reports in the interim, say from October 1, 1866, to May 1, 1867. The Examiners appointed in the spring know nothing of the doings of the previous six months. And the same holds good in the office of Superintendent. I was a Superintendent a few years ago in this township, and when I assumed the office I knew nothing about what had been done the previous six months. I was elected in the spring, and when October came I was required to report for the year preceding, and I could not do it. I suppose this tires you, but my conclusion is, that Superintendents should report for the whole time they hold the office, and no more. No Superintendent should be required to report on the acts, &c., of a former Superintendent, for he cannot do it. The same with County Examiners.

I offer the above in haste, and remain, very respectfully,

Yours. &c.,

ISAAC WÖRTENDYKE,
Examiner Bergen County.

CAPE MAY COUNTY.

SIR:—In explanation of our report, I beg leave to say that since December 27th, 1852, our examinations of teachers for the public schools have all been held publicly in the Court House. At present we hold three meetings annually, viz.: on the last Wednesdays in January, April, and October. Teachers are all required to sustain an examination in reading, penmanship, arithmetic, geography and grammar. A failure in either branch will reject a candidate. We use six grades of license—the first grade so high that few attain it, the sixth so low that it is considered humiliating to hold it. The licenses are perpetual, subject only to recall by the Board. Any teacher can apply for re-examination at any stated meeting of the Board. As anticipated, re-examinations are frequent, and, stimulated to self-improvement, teachers have risen rapidly from the fifth to the second grade.

In reply to your first question, “Do you succeed in securing the services of active and efficient teachers, and if not, why?” We have a number of most excellent teachers, more of but medium abilities, and a few very inefficient. *It all depends upon the districts themselves.* In a few instances, trustees are awake to the importance of their office, and exert themselves to secure the best teachers possible.

Sometimes, but more rarely, the inhabitants or leading men of a district will tolerate none but good teachers, and in too many instances, even now, *cheap* teachers are sought for and employed by ignorant and incompetent trustees. Good teachers can *always* be obtained by *paying for them*. The teachers of this county are of more than average ability. The salaries of our male teachers average from \$300 to \$600 per year; females, from \$180 to \$300.

Question second, "What degree of interest is manifested by parents in regard to the education of their children?" All degrees, from anxiety to total indifference, but it is encouraging that there is a constantly increasing interest felt in this particular. In one district, where the public fund was only \$300, the inhabitants, by voluntary subscription, in sums varying from \$1 to \$25, raised \$300 additional, and employed a first class teacher for one year (ten months) at \$600. It would be well if other districts would emulate this noble example.

Question second, "What is the condition of your school buildings?" Generally poor. Unless it be at Cape Island, I do not know of a school house adapted to the wants of the age, with the improvements now deemed essential to every well conducted school.

Question fourth, "Should any change be made in our school law?" To answer this question in the negative, would be to declare the present law perfect, which certainly it is not. Three dollars per scholar raised in any school district of ordinary size, say eighty to one hundred scholars, with the State appropriation, is not sufficient with a male teacher, well qualified, to keep open a public school more than five or six months of the year. Could our State appropriate about three dollars per scholar, and then compel, as the condition of its acceptance, that three dollars additional should be raised for each scholar of the district, we should have a school fund that would place us in working order, which we now have not. In my estimation, it is useless to think of bringing our schools to a proper degree of excellence without a greatly increased appropriation from the State. A hundred or two years hence general enlightenment may induce more personal exertion and produce the desired result, but we, that is the State, need it now, and can ill afford to await the gradual development of general interest in the cause of education, to produce results which the State could, if it would, secure at once.

The appointment of county, instead of town superintendents, would be a vast improvement, if he could be paid sufficient salary to enable him to devote, say one-half of his time to the schools.

The examination of teachers should be more carefully guarded than it now is by law. To squander money on worthless teachers is certainly a total lack of wisdom in any school system. But my remarks are already too extended.

Very respectfully, your obedient servant,

JOHN F. LEAMING,

County Examiner, and Clerk of Board.

P. S.—I have just received from Rev. Mr. Williamson, my colleague, your circular. It is two days behind time.

ESSEX COUNTY.

NEWARK, N. J., Nov. 22, 1866.

DEAR SIR:—The blanks for our annual report up to October 1st, 1866, were duly received, but as we had held no examinations previous to the date mentioned, we have nothing to report. We began the examinations in October, and by making them very thorough, are endeavoring to raise the standard of qualification among our teachers.

The town superintendents have cordially co-operated with us in this work, and the effect is already visible.

Yours truly,

S. A. FARRAND.

GLOUCESTER COUNTY.

FISLERVILLE ACADEMY, Nov. 8th, 1866.

DEAR SIR:—I have answered your interrogations to the best of my knowledge. I have been told there are more teachers in the county who have not been examined. I would say one-third of our teachers are active and efficient, and their hearts are in the work. The others make teaching a stepping stone for something else, which ought not to be tolerated; but as the law is, it cannot be avoided very well. The interest of parents is on the increase in most of the county. More than one-half of our school buildings are good above the mediocrity. I think we ought to have a law in our state that no man or woman should be allowed to teach, unless they make it their business or profession, and it would be a good idea to have the county superintendent to see they did make teaching their only pursuit; I think if we had such a law it would be a strong chance to subserve the cause of education. I trust I shall see the day when we shall have such an arrangement. Excuse brevity.

Respectfully yours,

WILLIAM ISZARD.

HUNTERDON COUNTY.

FLEMINGTON, Nov. 8th, 1866.

DEAR SIR: With pleasure I answer the questions accompanying the blanks sent for our report. Recently there has been an increasing interest in the cause of education, yet I am sorry I have not the gratification of transmitting to you a report that our schools are raised to the highest point of excellence.

1. "Do you succeed in securing the services of active and efficient teachers; if not, why?"

Answer.—We do not, in many instances. In the first place, active and efficient teachers want rather more than "starvation salaries;" more than which our present school system will scarcely afford, unless the citizens of each township, each year, vote for an additional amount. This additional amount is scarcely ever sufficient to keep the schools open more than half the year. Again, about one-fourth of our school houses are such miserable cabins that a good teacher will not be seen in them, for fear of injuring his or her reputation as a teacher.

2. "What degree of interest is manifested by parents in regard to the education of their children?"

Answer.—About half of the parents manifest no interest. The remaining half may be divided into various classes, viz:

First.—Some of the parents are very warm friends of education and are always ready to put their shoulders to its massive wheels and roll it forward, crying "Excelsior." They visit the schools and do much good by encouraging the faithful teacher. These do not give grudgingly to the cause of education.

Second.—This class displays some change. They are over anxious to know when the teacher commences to teach on the "public money," and when they ascertain that point they will send in all the children they can find, whose age will admit them by law, and sometimes they strain the law pretty well; thus giving one teacher the work of three or four teachers while this fund lasts. But as soon as this fund is exhausted their interest is suspended till the next appropriation is due. They really have a much greater interest in the "school fund" than they have in their children, for they do not make as much inquiry about them as they do about "the fund." This "fund" is a wonderful thing, and I hope for the benefit of the children it will soon be increased.

Third.—This class denounce the "public school system" altogether. They think every man should educate his own children; that it is not right for them to pay for the education of poor children. Even this year, I heard a chaplain from our army, who had been with those who fought to liberate human beings from thralldom, say,

"that every man should pay for the education of his own children, or let them go without it! that it was not just to have free schools." Will such expressions come from the heart of a true philanthropist? I think you will readily coincide with me in answering, No! Their theory will not bear the test, yet it adds to the discouragement of the teacher. I will give you one instance of the non-appreciation of the teacher's labors, by some men of other professions, from whom we might expect something better. About a year since, I heard a teacher say to a minister: "My labors are very rigid." "Ha!" said the D. D., "your work is nothing in comparison to mine. Why, sir, I almost have to work my brains out here, you don't know anything about working with the mind, you have your hours, and then you are through, while I must be at it all the time." How did that uncharitable D. D. know the teacher's duties were not as arduous as his? Perhaps he was once, one of those "careless, lazy, stand still" teachers, who never think of training the rising generation in such a manner as to prevent them from becoming dissipated, and worse than useless appendages to the surface of the earth, and judged from that, that the teacher had nothing to do. I am sorry there are any such teachers. But this teacher was not one of that kind; he was an energetic man, whose heart was in the cause of education. "Thank Providence," the number of such teachers is increasing.

Teachers, to be efficient in their calling, and an honor to their profession, must work with a zest, that will not only make them equal to, but surpass the requirements of the day in which they live. They should constantly and ardently labor to throw off the yoke of bondage from the youthful mind, which makes them slaves to vice and ignorance. They should zealously endeavor to break the hard tough links of mental oppression, and give the rising generation freedom to drink deep of the pleasant waters of the "pierian spring," and bask in the smiling rays of the light of wisdom and virtue.

3. "What is the condition of your school buildings?"

Answer.—About one-fourth of them are so poor as not to be worthy of the name of a school house, another fourth will do, three-eighths are good, and one-eighth are very fine buildings, and a credit to our county. These are approximate estimations.

4 "Should any changes be made in our school law?"

Answer.—I think there should. I would suggest that an act be passed repealing the acts providing for town superintendents and commissioners; not that I feel ungrateful to them for their services, for some of them have done much for the benefit of the schools, yet all are not as active; and in lieu of them, for the general promotion of the cause of education, providing a county superintendent for each county, whose salary should be a sufficient support to enable him to give his entire attention to the public schools of his county, and that he need not engage in other occupations to procure a living. His duties should be to hold at least one examination in each township in the county, each year. This examination to be conducted in writing

to avoid all partiality among the applicants for examination. The county superintendent should grant three grades of certificates. Further it should be his duty to visit every school in the county four times each year, taking about four schools in a day, making whatever private suggestions to the teacher he may deem necessary, and any remarks to the pupils and parents, if present, he may think beneficial. He should also see that the schools have everything which is provided by the law for the promotion of education. It should also be his duty to report to the State Superintendent, and meet the State Board of Education as often as required by them. He should hold his office the same length of time as the State Superintendent, unless removed by the State Superintendent for incompetency or unfaithfulness in the performance of his duties.

Further, to remove all political intrigues, the county Superintendent should be appointed by the State Board of Education or by the State Superintendent. The county Superintendent should be a man of strictly virtuous and temperate habits, who, while he should not introduce sectarian principles, which in some cases have proved so deleterious to the cause of education, should insist upon the highest degree of morality, and the highest respect for the benign benefactor in the public schools of his county. He should be one of the most active and efficient teachers of the county in which he is appointed. Other duties, than those I have named, might be assigned him by the State Superintendent or the State Board of Education.

Second—I think an act should be passed to provide an additional amount to the school fund sufficient, to make the schools free throughout the State during that part of the year, or the same time the Normal School is open (allowing the month of July or August for vacation). The money should be paid from the State Treasury and refunded by laying a tax on the real estate and personal property of the State.

There are a great many teachers in the State who have never had the benefit of a Normal training, many of whom are very good teachers. I suggest for their good, and for the benefit of every teacher and child in the State, and to avoid trouble when children move from one district to another—that the State Board of Education make out a course of study and a general programme, that may be adapted to all grades of schools and to every school in the State. They should also make out a catalogue of the most systematic and best text books to be found, for the use of schools.

The State Board of Education or the State Superintendent should make out a form of an agreement between teachers and trustees, to protect teachers from being defrauded by knavish trustees, who, unfortunately for all in the district, are sometimes elected—as only about one teacher in a hundred has a written agreement with the trustees. Much has been done this year in Hunterdon county, (and I suppose as much more in other counties), to awaken an interest in

parents, schools and teachers, and to arouse the teachers to action. I hope the time will soon come when every hindrance to the cause of free education will be entirely eradicated.

Respectfully submitted.

J. R. ENCKE,
County Examiner.

Remarks Relating to the Condition of Schools in the County of Hunterdon.

There has been more attention given to the subject of education during the past year than has usually been manifest in this county, and it is to be hoped that it will continue to increase. The organization of the Teachers' Society for the county of Hunterdon, which took place in January, 1865, was an act that has done more toward awakening teachers, and the people generally, to a sense of the necessity of a better system of popular education in our county than *any one* thing ever established here. Through this instrumentality teachers are becoming more enthusiastic in their business, devoting more time to perfecting themselves in the art of teaching, and spend more time in conversing with parents and friends of education generally, thereby drawing the attention of the populace more particularly to the necessity of a more liberal dissemination of knowledge among the rising generation.

In the county of Hunterdon there are about 10,692 children between the ages of five and sixteen. For the education of these children there is raised by tax the sum of \$16,913.00; amount received from State, \$4,005.99; amount received from other sources, \$1,627.98;—\$22,546.97.

The approximate number of public schools in the county is 116, of which 38 maintain a teacher four quarters in a year; 18 are kept open three terms in a year, while the remaining 64 are closed the greater part of the year. If we had a smaller number of school districts it would be better for the cause of education. At present many districts are so small and contain so few pupils, that it is with difficulty that a school can be kept up by it—hence so many vacancies.

In regard to the series of questions asked the examiners and visitors, I submit the following as my opinion:

1st. "Do you succeed in securing the services of active and efficient teachers? If not, why?"

In answering this question I hardly feel safe in saying that one-fourth of the teachers in this county are fully qualified for their business; and yet I am quite sure we have as good a corps of teachers as our neighbors. The reason of this, it appears to me, is, that until this year there has been no particular literary qualifications demanded of applicants for schools, and the people have employed as teachers those whom they could hire for the least possible salary. This has brought into our school houses many who are too young to be success-

ful teachers, even if they had the literary attainments to do well when properly matured. Yet I do not wish to be understood that as a *general* thing our poor teachers are the *young* alone. There are many individuals who claim to have taught for many years, and yet upon examination they are found to be as illy qualified for teaching as it is possible to be. The want of a standard of qualification, together with the smallness of the sum offered to teachers, has brought about this state of affairs, and the only way to remedy it is to raise the standard; to require every person to be able to pass a certain examination, and show ability to teach before he or she can be considered an applicant for a public school. The standard was raised in this county not quite six months ago, but the benefits of it, even at this early hour, are quite apparent and very encouraging.

2nd. "What degree of interest is manifested by parents in regard to the education of their children?"

In regard to the education of the rising generation, the people are in a state of lethargy. The farmers and mechanics think, if their children go to school one quarter in a year, they have a chance good enough to acquire all the learning that will be of any use to them, and the opinion universally prevails that *too much* learning is a *bad thing*. Professional men, with a few rare exceptions, are as listless concerning the general education of the rising generation as the farmers and mechanics, although a respectable proportion give their children the advantages of the higher schools.

3d. "What is the condition of your school buildings?"

Although a large number of our school houses are old, and hardly fit for use, yet we have much to encourage us in this direction. Within a few years, there has been a large number of old buildings torn down, and new ones, of good size, and substantial, built upon the most improved plans, erected in their places. The new buildings generally are very well supplied with blackboards and maps, but globes are rarely found in the school buildings of this county.

4th. "Should any changes be made in our school law?"

At present the school law requires that the Board of Chosen Freeholders shall elect and choose two persons, who shall constitute a Board of Examiners and Visitors, and who, in common with the town superintendents, shall examine and license suitable persons as teachers of the public schools.

Now, under such circumstances, the best recommendation a candidate for county examiner can have is, that he is a good politician—a qualification rarely possessed by a person fit for this office. The Board of Freeholders are rarely qualified to ascertain who are and who are not fit for the business of examining and licensing—not to say they would not put themselves to any trouble to ascertain if they could. The consequence of this frequently is—and so far as I can ascertain *generally* is—that the individuals appointed are poorly qualified for their business, some of them never having been teachers, or if they have taught it has been a long while since, and of late

have taken no interest in teaching, and, as a natural consequence, cannot tell, even if they try to examine an individual, whether he or she is fitted for the business in which he or she wishes to engage. This evil ought to be remedied by legislation. I am satisfied that an act authorizing the teachers of the several counties to form themselves into societies (which societies shall be subject to regulations approved by the State Board of Education), and to elect from their number, by ballot, a board of experienced teachers, who shall officiate as examiners and visitors in and for the several counties, will, to a great extent, remedy this difficulty.

C. W. LARISON.

MONMOUTH COUNTY.

FEURABUSH, Albany Co., N. Y., Nov. 7, 1866.

DEAR SIR:—I regret very much that the Board of Examiners for the county of Monmouth were not able to complete the work assigned them by the middle of October, when duty made it necessary for me to change my residence as above indicated. The Board, as soon as they were notified of their appointment, opened a correspondence with the Superintendents of the several townships, assuring them of their willingness to consult their convenience as to the time and place, but at the same time urging the necessity of prompt and energetic action in securing to their teachers the required credentials. We are happy to report that, with one exception, the Superintendents responded favorably, and gave their cordial co-operation in prosecuting the work of the Board. This plan once organized, the Board were enabled to visit all the townships in three or four weeks, and afford an opportunity of being examined with very little inconvenience to themselves. A few neglected their opportunity, and made further provision necessary. We were not aware that certificates for teachers of different grades were provided. It would have relieved us of considerable perplexity. The few who were quite deficient we licensed, with the condition expressly stipulated that they were to be re-examined in a short time, which was specified in writing and appended to their certificates. The examinations, on an average, continued about four hours. In four of the townships the teachers were in all respects admirably proficient. In several places prominent citizens were present and witnessed the examinations, very much to our gratification and encouragement. We think that if a similar course shall be pursued for a few years, an enthusiasm and emulation will result which could not be expected from the old system. We do not know what compensation the Freeholders will consider our work entitled to.

The Rev. Mr. Lockwood, my colleague, will also report to you, probably more fully, as I left a full record of our examinations with him. His address is: Rev. Samuel Lockwood, Keyport, N. J.

Respectfully, &c..

A. C. MILLSPAUGH.

The county Examiners for the county of Monmouth, would respectively report in addition to the statistics in the published blanks, that their work was new, and in consequence not without considerable difficulty. Some were disposed to regard the matter as an innovation, and some as an infringement upon their rights as local superintendents. We have to say, however, that the visitors were, in general, cordially welcomed by the superintendents, and every facility afforded them. To this there was but one serious exception. One superintendent positively declined "to recognise the Examiners officially," and in consequence. but one teacher in his township has the required license. It is pleasant to be able to state, that the best teachers have actually filled us with joy at our public examinations, and the result has been that teachers long in *statu quo* have resorted to study.

We have held eighteen public meetings, have visited for this purpose every township in the county, and several of them twice. Our labors have certainly been laborious; and yet, we can only regard them as preparatory for our successors.

Owing to the fact that our functions were new to the county, we could not make our examinations for the first time, anything but fair; to make them severe would upturn established things, and yet our conviction is, that next year many of the teachers of the county will be competent for higher usefulness.

One difficulty we labored under was that the blank licenses did not admit of grades, consequently there was an apparent injustice, second rate teachers holding the same license with the first rate.

We find the degree of interest held by parents in education to be on the increase, although in too many instances the condition of the school buildings is anything but reputable.

As to any change in the law, other than the item pertaining to grading of licenses, we would not at present offer anything.

Very respectfully,

A. C. MILLSPAUGH,
SAMUEL LOCKWOOD,
County Examiners.

SOMERSET COUNTY.

1. The teachers employed in the county of Somerset, for the year ending November, have been generally of a fair average character for intelligence, tact and industry; and so far as my acquaintance with the schools extends, they are improving in every district in the county. Our teachers are required to pass a full examination before being employed; and this rule is acted upon fully in every township in the county, except one—the township of Warren—where only two have been examined and licensed for the past two years. Measures, however, have been taken to correct this evil practice, and we hope soon to be able to report that no unlicensed teacher is employed in our county.

2. There is interest in education on the part of parents. I hope it is increasing, and I believe it is. It is certainly far in advance of the state of feeling previous to the adoption of the present school law. Every year has witnessed an improvement; but it is not yet as high as it ought to be.

3. Our school houses are in a good condition. Most, if not quite all, have been renovated, and the recent improvements adopted. Some have outline maps, and other helps in teaching. Blackboards are common, and the methods of teaching are generally very much improved. In some schools they are quite up to the improvements of the present time, and the good effects are manifest.

4. The law works very well in Somerset, and, perhaps, it is best “to let very well alone.” I have no improvements to suggest at the present time; as our schools advance towards the highest grade they may become necessary, but not just now.

ABRAHAM MESSLER.

P. S.—My associate, Dr. Rodgers, is absent in Georgia, and will not return in time to unite with me in this report. A. M.

SUSSEX COUNTY.

DEAR SIR:—As this is the first year examiners have been appointed in the county of Sussex, we had not much reason to expect that the educational machinery would readily adjust itself to this long neglected part of the State system. The result has proved an agreeable surprise. With two exceptions (one on account of absence) all the town superintendents have co-operated with us promptly and cordially. The desire to pass creditable examinations has incited the

teachers to application, and thus increased their efficiency, while some incorrigibly stupid ones have been rejected or deterred from application. Many who took a second or third grade certificate have expressed a determination to qualify themselves for a first grade next year. This is a good beginning; it must result in a short time in very appreciable advantages.

With regard to our school houses, we would report that some few of them are good, others passable, but many of them positively disgraceful. In building and repairing school houses, we have not kept pace with the general prosperity of the county. They fall far below the average of private residences. A school house should be an attractive place for children, well built and cheerful of aspect, with comfortable seats and convenient desks, with ample grounds and shade trees near, and with those decent conveniences which civilization demands. But very few of our school houses meet these reasonable requirements. It is not for want of means. There is not a district in the county but what could afford to have a good house. Nay, if the people only knew their true interests, they could not afford to keep such shabby places. What they save in money they lose, and more, in the moral effect produced upon their children, by sending them to such repulsive and uncomfortable dens. We trust that the growing culture and liberality of our citizens will not be contented with having these necessary appliances of education forty years behind the times. Having good school houses is next in importance to having good teachers. Let us hope to see a general movement in that direction.

MOSES STOLL,
N. PETTIT.

Newton, November 6. 1866.

FORMS.

TOWN SUPERINTENDENT.

(Section 6.)

NOTICES.

District Meetings for the appointment of Trustees :

Notice is hereby given, that that part of the township of — county of —, N. J., included within the following bounds (*here describe the bounds of the district*), has been set off as a school district, to be called (*here specify or name the number of the district*) and the taxable inhabitants thereof are hereby notified, that a district meeting will be held at the school house in said district, on the — day of — next (*or instant, as the case may be*), at — M., for the purpose of electing three persons, who shall constitute the trustees for said district.

A. B., Town Superintendent
of — township.

Notice of Annual Meeting for the Election of Trustees :

SEC. 6. The annual meeting for the election of trustees in school district (*here designate the district by name or number*), will be held on the — day of — (*next, or instant*), at — o'clock, — M., at the school house in said district.

A. B., Town Superintendent
of — township.

(Section 10.)

FORM OF BOND.

Know all men by these presents, that we, A. B., C. D., and E. F., of the township of —, in the county of —, and state of New Jersey, are held and firmly bound unto (*using the corporate name of the township*) in the sum of (*double the amount coming into his hands*) to be paid to the said —, their certain attorney or assigns; to which payment, well and truly to be made, we bind ourselves, our heirs, executors, and administrators, firmly by these presents, sealed with our seals, and dated this — day of —, in the year of our Lord one thousand eight hundred and —.

Whereas, the above bounden A. B., was duly elected Town Superintendent of Public Schools for the township of ———, aforesaid, at the election held in said township on the ——— last, (*or instant, as the case may be*), now, therefore, the condition of the foregoing obligation is such, that if the said A. B. shall well, truly, faithfully, and impartially, do, execute, and perform, all the duties required by law of him as such Town Superintendent, then this obligation to be void, otherwise to be and remain in full force and effect.

Sealed and delivered {
in presence of }

A. B. [L. S.]
C. D. [L. S.]
E. F. [L. S.]

(Section 10.)

Form of apportionment of the school money received from the State, and raised by tax, for the support of schools among the school districts of the township.

To the trustees of the several school districts of the township of ———, in the county of ——— New Jersey.

Amount of money received from the State-----	\$200 00
Raised by tax-----	500 00
Interest on the surplus revenue appropriated by the township to school purposes-----	100 00
	<hr/>
	\$800 00

Which amount is apportioned among the several school districts of the township as follows :

DISTRICTS.	No. of Children between five and eighteen years.	Apportionment.
District No. 1, (or by name, as the case may be).....	200	\$320
District No. 2,	150	240
District No. 3,	100	160
District No. 4,	50	80
	<hr/> 500	<hr/> \$800

A. B., Town Superintendent
of ——— Township.

April ———, 186—.

TRUSTEES.

(Section 9.)

Order for payment of money.

To A. B., Town Superintendent of the township of ———, county of ———, New Jersey :

Pay to ———, or order, ——— dollars, (*for one quarter's salary as teacher.*)

A. B., } Trustees of
C. D., } District
E. F., } No. —.

(Section 9.)

Report to the Town Superintendent.

To A. B., Town Superintendent of the township of ———, county of ———, New Jersey :

Report of the trustees of district (*here designate the district by name or number*) in said township, of the names of the children in said district capable of attending school, between the ages of five and eighteen, with the names of their parents and guardians :

Names of Children.	Ages.	Names of Parents or Guardians.

A. B., }
C. D., } Trustees.
E. F., }

FORM OF CERTIFICATE OF INCORPORATION.

To the Clerk of the County of ——— :

We, the subscribers, trustees of the school district hereinafter described, situate in the township of ———, county of ———, New Jersey, desiring to become incorporated, in pursuance of the ninth section of "A supplement to an act entitled 'An act to establish public schools,'" approved March fourteenth, eighteen hundred and fifty-one, have adopted the name of (*here insert name*), and do hereby, together with the town superintendent of public schools of the said township of ———, certify to you the name aforesaid as our corpo-

rate name : and we do certify that the boundaries of said school district are the following, viz.: (*here describe fully and minutely the boundaries*).

Witness our hands this ——— day of ———, in the year of our Lord one thousand eight hundred and sixty- ———.

A. B., }
C. D., } *Trustees.*
E. F., }

G. H., *Town Superintendent.*

The taxable inhabitants of school district (*here insert name*), in the township of ———, bounded as follows: (*insert boundaries*), are hereby notified by the subscribers, trustees of said incorporated district, to meet at ———, in said district, on the ——— day of ——— next, at the hour of ———, —. M., for the purpose of deciding whether the trustees of said district shall be empowered to purchase land, to build a school house thereon, (*add any other object*), and to raise additional moneys for such purposes, and for maintaining free schools in said district, by taxation, as shall be agreed to by two-thirds of those present at said meeting, in conformity with the eleventh section of the supplement to the act entitled "An act to establish public schools."

Witness our hands, this ——— day of ———.

A. B., }
C. D., } *Trustees.*

N. B.—A minute of the proceedings of this meeting should be entered in a book belonging to the district, and a copy of the proceedings, signed by the chairman and the secretary, delivered to the trustees, and by them filed and recorded in their book of minutes.

CERTIFICATE TO BE DELIVERED BY THE TRUSTEES TO THE ASSESSOR.

To A. B., assessor of taxes in the township of ———, in the county of ———, New Jersey :

The subscribers, trustees of a school district in said township, incorporated by the name of ———, which district is bounded as follows: (*insert boundaries*), do certify, that at a meeting of the taxable inhabitants of said district, held at ———, on the ——— day of ———, pursuant to notice signed by us, setting forth the time, place, and purposes of such meeting, and set up in at least three public places in said district, ten days before the day of meeting, it was agreed, by the vote of two-thirds of the taxable inhabitants so assembled, to raise by taxation the sum of ——— dollars, for school purposes, in addition to the money apportioned to said district, pursuant to the provisions of the eleventh section of a supplement to the act entitled "An act to establish public schools;" and this certificate is made to

the end, that you may assess the said sum on the estate of the inhabitants, and on all lands liable to be taxed therein, as provided for by the section aforesaid.

Witness our hands this _____ day of _____, A. D. 186—.

A. B.,
C. D.,
E. F., } *Trustees.*

STATE OF NEW JERSEY, }
County of _____, ss. }

Personally appeared before me, the subscriber, one of the justices of the peace for said county, A. B., C. D., and E. F., trustees of the school district above mentioned, and, being duly sworn, on their oath say, that the above certificate by them signed, is correct and true.

Sworn and subscribed this _____ day of _____, before me.

FORM OF LICENSE TO TEACHER.

To all whom it may concern :

This is to certify that we have examined A. B. in (*here specify the branches*) and finding him (*or her*) both as regards his (*or her*) scholarship and moral character, a suitable person, we do hereby license him (*or her*) as a teacher of public schools in the township of _____, in the county of _____, New Jersey. This license to continue in force for one year.

In witness whereof, we have hereto set our hands and seals this _____ day of _____, one thousand eight hundred and sixty _____,

_____, [L. S.]

_____, [L. S.]

Board of Examiners and Visitors in and for the county of _____ N. J.

_____, [L. S.]

Town Superintendent of _____ township.

When the license is granted by the Town Superintendent and District Trustees, it should be of the following form :

To all whom it may concern :

This is to certify that we have examined A. B. in (*here insert the branches*) and finding him (*or her*) both as regards his (*or her*) scholarship and moral character, a suitable person, do hereby license him (*or her*) as a teacher of the public school in district No. —, (*or by name*) in the township of _____, county of _____, New Jersey. This license to continue in force one year.

In witness whereof, we have hereunto set our hands and seals this
 ——— day of ———, one thousand eight hundred and sixty ———.

————, [L. S.]
Town Superintendent of ——— *township.*

[L. S.]

[L. S.]

[L. S.]

Trustees of School District No. —, (or by name, as the case may be) of
 ——— *township.*

FORM OF APPLICATION FOR HOLDING A TEACHERS' INSTITUTE.

To E. A. Apgar, State Superintendent of Public Schools of New Jersey :

We, the subscribers, teachers of common schools in the county of
 ———, (*or counties of* ———, ———, *if two or more counties unite*)
 desirous of assembling for the purpose of forming a "Teachers' Insti-
 tute," in conformity with the provisions of the act "establishing
 Teachers' Institute," request that you will appoint ———, the ———
 day of ———, at ———, in said county, the time and place for hold-
 ing the said institute.

The institute, when organized, will be under the direction of
 ——— ———, whom the members of the institute have selected for
 that purpose.

Names of Teachers.	Residence.

This application must be signed by at least forty teachers.

As the institute is held for the benefit of the teachers of the county,
 it is expected that they will generally be present during the session.

The institute shall report annually, to the State Superintendent, an
 abstract of its proceedings, together with the names of its officers and
 the names and residence of the teachers attending it.

RULES AND REGULATIONS PRESCRIBED BY THE STATE SUPERINTENDENT
 OF PUBLIC SCHOOLS, IN FURNISHING "WEBSTER'S UNABRIDGED DIC-
 TIONARY," TO THE COMMON SCHOOLS OF THE STATE.

Schools desiring to have a copy of said book, must signify the

same through the trustees thereof, which notice must be of the following form :

To E. A. Apgar, State Superintendent of Public Schools :

We, the subscribers, Trustees of School District No. —, of the township of —, county of —, New Jersey, hereby signify to you our desire to have a copy of "Webster's Unabridged Dictionary," for the use of the school in this district, said dictionary to be the property of the school, and at all times, when the school is in session, accessible to the teachers and pupils.

[Here insert the date.]

A. B., }
C. D., } *Trustees.*
E. F., }

or, N. O.,

President of the Board of Education.

On the reception of the application at the office of the State Superintendent, if in person, a copy of the book will be delivered; if received through the mail, a certificate will be transmitted by the State Superintendent to the trustees, or board of education, (*as the case may be*), authorizing them, on its presentation at the treasurer's office, in the city of Trenton, to receive a copy of the dictionary.

LIPPINCOTT'S PRONOUNCING GAZETTEER.

In consequence of the failure of the Legislature to authorize the State Superintendent to pay the advanced price at which Lippincott's Gazetteer is now selling, this book cannot be supplied to the schools this year.



OCT 13 1942
OCT 17 1942

OCT 31 1942

